PROMOTING SELF-DIRECTED LEARNING THROUGH NETFLIX AS A LEARNNG AID OF LISTENING AND SPEAKING: AN INVESTIGATION TOWARD EFL STUDENTS' VOICES

[1*]Raulina Suci Maharani, [2]Septia Dwi Jayanti, [3]Nur Afifi
[1]English Teacher, SDIT Al-Azhar Kediri, Indonesia
[2]English Language Education, Islamic State University of Malang, Indonesia

Corresponding Author Email: nur.afifi@iainkediri.ac.id

Article Info	Abstract
Article History Received: October 2023 Revised: November 2023 Published: January 2024 **Keywords** Writing instructions; ELT learning; Communicative learning;	*The advance of mobile technology combined with aggregating customers viewing habits have increased the growth of subcription vidio on demand (SVoD) services. Although this SVoD services potentially offer some benefits in L2 learning. Little has known about the benefit of SVoD in term of L2 learning. Therefore, this study aimed to find out EFL students' perception in UIN Maulana Malik Ibrahim Malang about the effect of watching English movies and series in Netflix as digital L2 learning aid on their listening and speaking skills. The study used mixed-method approach focusing on sequential explanatory research design. Questionnaire and interview were used in collecting the data. The respondents for questionnaires were fifteen students of English Education Department of UIN Maulana Malik Ibrahim Malang, and the informants for the interview were five students. Then they were analyzed and interpreted through percentage and qualitative procedures. The findings indicated that English Education Department students have positive perception about Netflix as digital L2 learning aid. It showed that Netflix has direct influence in comprehending English Education Department Students' listening and speaking skills.*

INTRODUCTION

English has been used worldwide as predominant language to reduce differenced in economic, political, and social aspects. The ability to speak English fluently has become the main concern in education. In Indonesia, English is taught since primary school. However, most of Indonesians have poor levels of linguistic proficiency and cannot speak English fluently. It refers to EF EPI data in 2021, Indonesia is ranked 80 out of 112 countries and is in 14th position out of 24 Asian countries (Winnie et al., 2023). In fact, Indonesia lost to ASEAN countries such as Vietnam and the Philippines, which were in 66th and 18th positions respectively. Thus, solution from this lack of Indonesian English competency not only comes from EFL teachers and educators but it has to be equally discussed by EFL learners themselves.

One way to solve this issue, the EFL learners have to grow enthusiasm for self-directed learning. Learners with initiated approach to learn English beyond the classroom not only indicate that those learners see English as integral to ensuring their personal well-being in their own futures, but as also vital for an in-depth understanding of western social values, which will empower them to become world citizens. Nowadays, with adequate access to the internet and enormous video resources. Many EFL learners attempt to utilize potentially useful technology to promote students' self-directed learning. It is a well-known fact that the use of audio-visual materials such as videos makes the process of language learning

stimulating and facilitating. In addition, these materials can bring flexibility to language learning procedure, and help students develop communicative skills, listening comprehension and expand vocabulary (Toleuzhan et al., 2023). This study is informed by the theory of multimedia learning by (Mayer & Johnson, 2008).

According to this theory, learners comprehend information most effectively through dual channels—a verbal channel that processes written text and a visual channel that processes images and video. When one of these channels is absent, such as in the case of L2 video without captions or subtitles, then learning is suboptimal. Instead, learning is facilitated through the simultaneous use of these two channels as an audiovisual presentation allows input to be processed by both the verbal and visual systems, which in turn, allows for more cognitive resources to be devoted to the processing of information compared to verbal or written information only (Brünken et al., 2004).

Video designs that comply to the Cognitive Theory of Multimedia Learning are generally more engaging, more memorable, and are more effective in presenting complex information and processes compared to text-based or visual-based medium. The Cognitive Theory of Multimedia Learning proposes multimedia such as audio and visual elements (words and graphics) facilitate active learning. This theory is strongly related to information processing model, which emphasizes how multimedia representation, sensory memory, working memory and long-term memory are interrelated (Mayer & Johnson, 2008). This theory explains the cognitive activities such as selecting words, selecting images, organizing words and organizing images, and more importantly how these activities (or information) are integrated coherently with the learner's prior knowledge in working memory. This will then lead to the meaning-making process, which is called as learning. The cognitive activities demand a high level of attention and reflection from the learner's.

Thus, one easiest way to increase the enthusiasm of self-directed learning is by consuming popular English language movies and dramas (Wang, 2012). Various types of video images such as English language movies and dramas become one of concern of educators and researchers since it can enhances students' learning experience (Syrymbetova et al., 2021). In line with the previous statement, (Suleiman et al., 2019). stated that video movies can be an effective way in learning target language. It can promote self-directed learning where students could study the video in their own time. Several studies also revealed that movies can become an integral part of language study due to their significant effect on the development of basic language skills: reading, listening, speaking, and writing (Yaseen & Shakir, 2015).

There are lot of subscription video provider that supply demand on English-based movies and videos. However, from those kind of subcription video providers such as, Disney+ Hostar, Viu, iFlix, weTV, HBO Go, Mola, Amazon PrimeVideo and Netflix. However, cited from demandsage.com, Netflix has 230.7 million subscribers worldwide and has averaged 3.2 hours each day of streaming content with thousands titles of series, movies, documentaries, and TV shows in different languages and subtitling choices. Therefore, as leading provider of subscription video on demand which over wide variety of award-winning series, movies, documentaries and TV shows with multi-language subtitles, speech transcript, and dubbing as well as its convenience and mobility to watch anywhere on any devices, Netflix can be a good learning media for EFL students of all levels (Alm, 2021). In Indonesia itself, a survey conducted by Rakuten Insight in May 2021 showed that Netflix is also the most favorite SVod service with 72.29% of respondents choosing it. Moreover, Netflix also has the highest number of original content in various languages consisting of films, TV series, documentaries and much more (Nurhayati-Wolff, 2021).

From the large number of Netflix users in Indonesia ranging from children to adults, this video on demand streaming platform has great potential as a medium for learning

English. In this case, if EFL learners find it difficult to meet native speakers in their environment, films and TV shows become the greatest source for learning English language. Furthermore, if students are willing to learn overseas in order finding authentic resources, it's not cost-free. In spite of that, some Indonesian students who are studying in English Speaking Countries showed positive results in their English abilities by also learning through Netflix (Jackson, 2020). In addition, formal study abroad programs usually require candidates to pass international standard English proficiency tests before they set foot outside Indonesia, which to some extent has prevented many Indonesian learners from going abroad to study English. For this reason, EFL learners have sought alternatives, including watching Netflix at home, as a remedy for their insufficient exposure to English-speaking societies and English authentic resources.

Nowadays, the exploration of the Netflix potential as a learning medium in the context of self-directed learning, especially its influence on EFL learners' listening and speaking skills, still needs to be done. By taking more understanding about Netflix's potential as a learning medium, it will have implications for several aspects of English teaching and learning, especially for EFL learners. First, a better understanding will be obtained regarding EFL learners' perceptions of Netflix, which is not only as an entertainment medium but also as an English language learning medium. In this context, research conducted by researchers can provide a clearer picture of how students' perceptions of English language skills at UIN Malang use Netflix to support them in learning English, especially in listening and speaking skills.

Second, Netflix is predicted to be able to encourage the achievement of learning outcomes for EFL learners with many alternative learning media. As part of learning technology, Netflix can realize a concept of teaching less learning more. This means that physically the teacher's activities in class are reduced because some of the teacher's tasks are delegated to the media, but still encourage the achievement of maximum student learning outcomes. Furthermore, exploring Netflix as a learning medium will help overcome the limitations of teaching materials because Netflix is relatively cheap, easy to access and operate. Thus, Netflix can become a more meaningful language learning medium, not boring and motivate EFL students to learn English.

Based on those three main benefits of the use of Netflix, thus, the purpose of this study is to understand more deeply how English Education Department students' perceptions perceive the use of Netflix as a medium for learning English outside the classroom which encourages self-directed learning and its impact on their listening and speaking skills. More specifically, this study aims to answer three questions. First, how do English Education Department students perceive Netflix as a language learning medium? Second, how does Netflix promote their self-directed learning? Third, does Netflix affect their listening and speaking skills?

RESEARCH METHOD
Research Design
In conducting this research, the researcher uses mixed-method approach focusing on sequential explanatory research design. The sequential approach undertakes where the quantitative phase is followed by the qualitative phase (Creswell & Creswell, 2018). The qualitative findings are used to contextualize, enhance and enrich the quantitative data findings (Creswell et al., 2011). In this study, the data collection technique is using questionnaire and interviews. This is in line with Bowen et al. (2017), in his study, who explained that the data collection method for explanatory sequential approach is based on questionnaire/survey and interview/one to one telephone.

The questionnaire result is aimed to reveal the percentage of students' perceptions toward the utilization of Netflix as an aid to enhance listening and speaking comprehension skills. Then, for the qualitative data findings, namely from the interview transcripts, it is used to strengthen the quantitative findings and used to find any other stuff or materials that support the research findings beyond the item of the questionnaires. The following figure will expose the overview of the research, adopted from Bowen et al. (2017), but had been reformulated by the researcher based on the research needs:
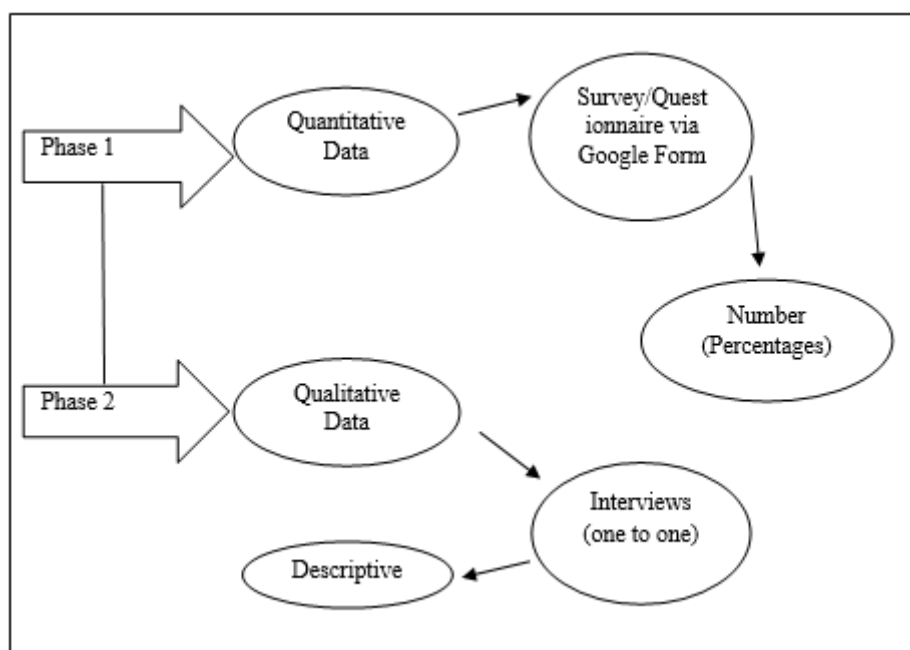

Figure 1. Overview of Sequential Explanatory Research Design

(Source: Adopted from Bowen et al. (2017)

Population and Sample

The population of the study is students at English Education Department who follow speaking and listening courses which were using Audio and Visual strategies. There are two classes for the population within 60 students. From the population, researcher doing a purposive sampling which each sample was chosen to be sample representative who had fulfilled the respondents' requirements (Barreiro & Albandoz, 2001). The requirements are: (1) Students from English Education Department UIN Maulana Malik Ibrahim Malang; (2) Use Netflix as digital aid to watch English movies; and (3) Follow speaking and listening courses. In this case, the sample who becomes respondents are 15 students. Then, there are five informants of the interviews who support the data from the questionnaires.

Instruments

The instruments used in this study were questionnaires and interview. The questionnaire is adapted from Dizon (2018) aimed to examine students' perception toward Netflix. While, the researcher develop and used the interview to get deeper understanding on how Netflix affect learners' listening and speaking skills. The questionnaires itself consist of three main parts covers the background of the participants to gather the personal information of the participants consist of participants' gender, year of enrollment in English education department, how long they have subscribed to Netflix, how they access Netflix, and their frequency in accessing Netflix. The second part is about learners' perception toward watching English movies in Netflix. The last part covering the agreement level of the effectiveness of

Netflix on learners' listening and speaking skills. The researcher distributed the questionnaires online using *Google Form* then directly share the link via *WhatsApp*. After gaining the data from questionnaires, the researcher conducted an online interview also using *WhatsApp* to get deeper meaning from learners' questionnaires result and explore more on how Netflix affect their speaking and listening skills.

Data Analysis

In the realm of data analysis methodologies, the examination of questionnaire results involves a meticulous computation of percentages corresponding to each individual item. This approach serves as a quantitative means to distill and quantify the information gleaned from the responses. Concurrently, the qualitative analysis of data adopts a structured framework informed by the methodological stages delineated by Huberman and Miles (1984), as expounded upon by Fadli (2021). The analytical framework employed in this study involves a sequential progression through distinct stages of data analysis, each contributing to the overall robustness of the research inquiry. The initial phase, data reduction, operates systematically to streamline and condense the dataset, facilitating focused and concentrated scrutiny of pertinent information. Following this, the data presentation stage unfolds, characterized by a methodical organization of refined data to ensure a comprehensive understanding of the nuanced intricacies within the dataset. The conclusive phase, data conclusion, represents the culmination of the analytical process, where findings are synthesized to derive meaningful insights and implications. Notably, this study adopts a dual-method approach, seamlessly integrating both quantitative and qualitative techniques. This intentional amalgamation serves to fortify the analytical rigor of the research endeavor, thereby enhancing the credibility and depth of the study's findings. Consequently, this multifaceted analytical strategy contributes to a nuanced comprehension of the phenomena under investigation within the designated research domain.

RESEARCH FINDINGS AND DISCUSSION
Questionnaire Results

The data that was obtained by the researcher from the result of a questionnaire focusing on the English education department students' perception toward Netflix as digital L2 learning aid on their listening and speaking skills. First of all, before going to the deeper information about the participants' perception, the researcher made sure that all of them have been in line with the participant requirements. There are two requirements for the participants namely, first, they are English education department students' at UIN Maulana Malik Ibrahim Malang. Second, they used Netflix as their audio-visual aid to watch English movies or videos. This is as suggested by (Johnson et al., 2016), a questionnaire was self report that each participant fills out as data-collection instrument.

The first category was about participants' gender information and their year of enrolment to English Education Department at UIN Malang. It was found 3 male and 12 females which all of them are English Education Students. The second category was about students' Netflix access which was asking about the time of students began to subscrib Netflix aid. The results showed from the 15 participants, 13 of them subscribed to Netflix since the first Corona Virus outbreak and the rest of them subscribed to Netflix before pandemic. This indicated that all of the participant had been in line with the participants' requirements. Before going to the main issues namely the participants' perception toward the use of Netflix as an aid to help their listening and speaking learning processes. These are the results of the students' perceptions toward the use of Netflix to improve their English in general, the questionnaires are as follows.

Table 1
Students' Perception toward Netflix

Questionnaire item	Percentage of Frequency					Total
	SD	D	N	A	SA	
I enjoy watching English movies or series in Netflix rather than on another SVoD* platform *SVoD (Subscription Video on Demand)	-	2 (13.3%)	4 (26.7%)	5 (33.3%)	4 (26.7%)	15 (100%)
Watching English movies or series in Netflix can improve my English in everyday life	-	-	2 (13.3%)	6 (40%)	7 (46.7%)	15 (100%)
My L2 learning effectiveness was enhanced because of Netflix	-	1 (6.7%)	4 (26.7%)	7 (46.7%)	3 (20%)	15 (100%)

Based on the results of the table 8, it shows that 2 (13.3%) from 15 students disagree that Netflix is more enjoyable to use rather than another platform. Then, four (26.7%) students stand neutral, 5 (33.3%) choose agree and the remaining 4 (26.7%) chose strongly agree with the researcher's statement. For the second item, 2 (13.3%) students stand neutral, 6 (40%) students choose agree and 7 (46.7%) students choose strongly agree. Then, the last item, 1 (6.7%) student claimed disagree, 4 (26.7%) students stand neutral, 7 (46.7) choose to agree, and 3 (20%) voted strongly agree. Those results indicate that most students think that Netflix is an enjoyable platform to watch English movies or series, most of students agree that Netflix can improve their English in daily life, and most students also agree that by using Netflix, they can enhance their L2 learning effectiveness. The fourth category is about the participants' perceptions toward the learning effectiveness on listening skill that they gain from the use of Netflix. The table is as follow:

Table 2
Learning Effectiveness on Listening Skill

Questionnaire item	Percentage of Frequency					Total
	SD	D	N	A	SA	
Learn correct pronunciation through English movies or series in Netflix	-	-	2 (13.3%)	6 (40%)	7 (46.7%)	15 (100%)
Understand unfamiliar accents and dialects better through English movies or series in Netflix	-	-	1 (6.7%)	7 (46.7%)	7 (46.7%)	15 (100%)
Learn new vocabularies through English movies or series in Netflix	-	1 (6.7%)	-	4 (26.7%)	10 (60.7%)	15 (100%)
Understand unfamiliar idioms, proverbs, and slang better through English movies or series in Netflix	-	-	2 (13.3%)	5 (33.3%)	8 (53.3%)	15 (100%)
English movies or series in Netflix can improve my listening skill better than other digital L2 learning media normally used in class	-	-	3 (20%)	6 (40%)	6 (40%)	15 (100%)
I can improve my listening skill through English movies or series in Netflix	-	1 (6.7%)	-	7 (46.7%)	7 (46.7%)	15 (100%)

The table 8 reveals about students' learning effectiveness on listening skill using Netflix. The first item was about the way students' perceive and learning correct pronunciation through English movies or series in Netflix. Two (13,3%) students stand neutral, 6 (40%) choose agree, the rest 7 (46,7%) students claimed strongly agree, and no one voted disagree. The second item was about the way students understand unfamiliar accents

and dialects better through English movies or series in Netflix. From the 15 participants, no one voted strongly disagree and disagree. Indeed, one (6,7%) student stands neutral, 7 (46,7%) students stand voted agree and strongly agree. The third item was learn new vocabularies through English movies or series in Netflix. As shown in the data above, the result is 1 (6,7%) believes disagree with this statement, 4 (26,7%) students choose agree and most of the students 10 (60,7%) choose strongly agree with the item.

Next item was about understanding unfamiliar idioms, proverbs, and slang better through English movies or series in Netflix. Data obtained was 2 (13,3) students stand neutral, 5 (33,3%) students choose agree, and 8 (53,3%) choose strongly agree. Then the item proposed about the way English movies or series in Netflix can improve my listening skill better than other digital L2 learning media normally used in class. The result showed that 3 students voted neutral, 6 (40%) students choose agree and strongly agree. The last item was about Netflix can improve students' listening skill through its movies or series. Only 1 (6,7%) from 15 students who participated in this research vote disagree, 7 (46,7%) students voted agree, and another 7 (46,7%) voted strongly agree with the statement that Netflix can improve their listening skill.

The results of the questionnaire about 'learning effectiveness on listening skill by using Netflix' category shows that students strongly agree that they gain correct pronunciation, understand unfamiliar accents and dialects better, learn new vocabularies, find and understand unfamiliar idioms, proverbs, and slang better as well as improve their listening ability through watching English movies or series in Netflix. Furthermore, to fulfill answering the research question, the following table shows about the results of learning effectiveness on speaking skill by using English movies or series on Netflix:

Table 3
Learning Effectiveness on Speaking Skill

Questionnaire item	Percentage of Frequency					Total
	SD	D	N	A	SA	
Apply correct pronunciation in practice through English movies or series in Netflix	1 (6.7%)	-	-	8 (53.3%)	6 (40%)	15 (100%)
Apply unfamiliar accents and dialects better through English movies or series in Netflix	-	-	1 (6.7%)	8 (53.3%)	6 (40%)	15 (100%)
Apply new vocabularies in practice through English movies or series in Netflix	-	1 (6.7%)	-	7 (46.7%)	7 (46.7%)	15 (100%)
Apply more idioms, proverbs, and slang in practice through English movies or series in Netflix	-	1 (6.7%)	3 (20%)	5 (33.3%)	6 (40%)	15 (100%)
Motion pictures in Netflix movies or series inspire me in practicing better daily communication	-	-	2 (13.3%)	9 (60%	4 (26.7%)	15 (100%)
English movies or series in Netflix can improve my speaking skill better than other digital L2 learning media normally used in class	-	1 (6.7%)	2 (13.3%)	9 (60%	3 (20%)	15 (100%)
I can improve my speaking skill by watching English movies or series in Netflix	-	1 (6.7%)	1 (6.7%)	7 (46.7%)	6 (40%)	15 (100%)

The last category was about learning effectiveness on speaking skill using Netflix. The first item was Netflix can help students apply correct pronunciation in practice through English movies or series in Netflix. The result of the questionnaire proposed that 1 (6.7%) student chose strongly disagree, 8 students (53.3%) choose agree, and 6 (40%) students choose strongly agree. The next item was about Netflix helps students apply unfamiliar accents and dialects better through its English movies or series. One (6.7%) student stand neutral, 8 (53.3%) choose agree and 6 (40%) choose strongly agree. The third item was about apply new vocabularies in practice through English movies or series in Netflix. One (6.7%) student stands disagree with this statement, 7 (46.7%) students prefer to choose agree and another 7 (46.7%) stand for strongly agree. The fourth item was about apply more idioms, proverbs, and slang in practice through through English movies or series in Netflix. From the data above, one (6,7%) student choose to disagree, 3 (20%) stand neutral, 5 (33,3%) students choose to agree, and 6 (40%) students choose strongly agree.

The fifth item was motion pictures in Netflix movies or series can inspire participants in practicing better daily communication. The results show that 2 (13.3%) students stand neutral, 9 (60%) students prefer to choose agree and the rest 4 (26.7%) choose strongly agree. The sixth item was about the way English movies or series in Netflix can improve participants' speaking skill better than other digital L2 learning media normally used in class. The results are one (6,7%) student selects disagree, 2 (13,3%) stand neutral, 9 (60%) choose agree, and the rest 3 (20%) choose strongly agree with the researcher's statement. The last statement was about the way Netflix can improve participants' speaking skill by watching English movies or series in it. Based on the data above, 1 (6,7%) student choose disagree, 1 (6,7%) stand neutral, 7 (46,7%) students choose to agree, and the rest 6 (40%) choose strongly agree.

Thus, it can be concluded that the students choose to agree as the answer for the first, second, third, fifth, six, and seven items. This means they agree that English movies or series in Netflix can help them applying correct pronunciation; applying unfamiliar accents and dialects; inspiring participants to speak English by the use of the motion pictures in the movies; improving their speaking skill better than other digital learning aid; and improving their speaking skill in general. Moreover, participants also stand for the strongly agree option in the third and fourth items of the questionnaire. This indicates that they apply new vocabularies, more idioms, proverbs, and slang in practice better through the existence of English movies or series in Netflix.

Interview Results

The interviews in this study were conducted to gain reinforcement of the data that had been taken from the questionnaire. Interviews were conducted with English Education Department students who had confirmed they met the research criteria, namely using Netflix as a digital aid to watch English movies or series. In presenting the interview data, the researcher used codes as follow: I (stand as the interviewer); AI (stand as the answer of the respondents).

The following is the result of interview transcripts that were conducted with five English Education Department of UIN Malang students:

I.1   : What do you think about Netflix as digital L2 Learning aid?
AI.1   :

> NB: "*I think, Netflix is a good digital resource platform that enable the learners to develop their English skills effectively. Because Netflix provides a lot of stimulus to learn accent, pronunciation, vocabulary, expressions used in context, and a way to speak English more fluent. It can be said that, movies and TV series provided by Netflix is a good*

alternative to approach learning English, so that learners could explore something different and new in term of language learning."

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

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

IK: "*It's pretty good for students who want to learn English language. Because it's such a creative and interesting way to learn English language. Moreover, it also provides subtitle, so if I feel lil bit confused in understanding the meaning, I'll turn on the subtitle*"

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

I.2   : What is the advantages of Netflix in term of L2 Language Learning?

AI.2   :

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

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

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

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

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

I.3   : What is the disadvantages of Netflix in term of L2 Language Learning?

AI.3   :

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

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

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

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

VR: "*There may be some content that is not appropriate for the age of the student.*"

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

AI.4   :

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

KN: "*Know more English accents around the world.*"

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

IK: "*I can learn a lot of English accent around the world that I never know before like Australian, Indian, British, etc. So, its help me a lot. Even tough, it was quite hard to understand those new accents that are still rare on my ears.*"

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

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

AI.5   :

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

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

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

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

VR: "*I think, for the speaking skill, it seems difficult. Because I ain't practicing my speaking skill through Netflix. I only listen and watch the video, not practice my speaking skill, even my writing skill.*"

From the interview transcripts, the first and the second questions explored about the advantages of Netflix as digital L2 learning aid in general and as digital learning aid in L2 language learning context. The third is about the disadvantages of Netflix as digital learning aid. Then, for the rest two questions, researcher focused on asking the advantages of the English movies and series in Netflix toward the two main issues, namely listening and speaking comprehension skills.

Based on the informants' answers, from the first question, it was found that Netflix is such a fresh, fun, interesting L2 learning media and it is also easy to use. Netflix provided its user with subtitle too. So, they can listen while checking the pronunciation by native speakers in Netflix movies and series conversations. Then, for the second answers, it was found that Netflix has a lot of advantages in term of L2 language learning. There are some reasons such as the students enjoy watching movies and series in Netflix. So, indirectly they also learn English from the conversation in movies and series in Netflix. Some students said that movies and series in Netflix use a lot of slang words so, they can learn slang word more than from a textual book in the classroom. Netflix also help them used to listen some real word accents from native speakers. In contrast, the third question gave us the informants' point of views about the disadvantages of Netflix. They stated that some Netflix English movies or series do not have any filters for rude words. They think that not all of English movies and series in Netflix are really suitable for learning Media.

Afterward, the fourth and the fifth questions will strengthen the answers of questionnaires about the learning effectiveness on students' listening and speaking skills in table 8 and 9. From the interview transcript, it was found that most of the students answer that Netflix really helps them to get used to listen to the native speakers and also help them to learn the different accents all around the world. Although, one student answers that if the movies or series she watch in Netflix use British or another new accents she just knew, she found it quite difficult to understand. For the last question, it was demonstrated that Netflix also helps students in improving their speaking skill. Moreover, English movies and series in Netflix helps them become more confidence in speaking English. This is because they got more exposure on the authentic English conversations. Netflix helps student to apply correct pronunciation and help the speak fluently. However one student answer that Netflix has no significant benefit in her speaking skill because some of the terms and vocabularies used in Netflix are not really used in a formal learning.

Discussion

Based on the first item in questionnaire results, both from the listening and speaking parts presented that mostly participants tend to agree and strongly agree that English movies or series in Netflix can learn and apply correct pronunciation. This is in line with the study from Ulfa (2017) which showed that movie is effective in improving students' pronunciation abilities. It was proved by the mean score of post-test which was higher than the pre-test. For the second item, students' assume that they can understand and apply unfamiliar accents and dialects better through English movies or series in Netflix. This is strengthened by Stewart and Pertusa (2004) study result which stated that authentic speech in films or movies can made EFL gaining faster understanding about unfamiliar accents. In contrast, Pourhosein (2016) stated that lot of exposure to spoken messages in authentic forms from the movies can make people more understand easier familiar accents rather than unfamiliar accents.

The next item is how students' perception tend to believe that they can enrich their new vocabularies by using English movies or series in Netflix. This is because by watching movies students often hear new words that they may never hear before. Students could also add some vocabularies to their memory through listening and watching the scenes in the English Movie (Simamora & Oktaviani, 2020). Watching movies in the original version is useful for improving English language learning, learning natural speech and colloquial vocabulary, which are necessary when communicating with native speakers. Moreover, watching English movies also helped students with A2 level can smoothly perceived any kind of various colloquial expressions, idioms, proverbs and lots of jokes in authentic forms (Samadova & Erkinov, 2023).

Afterward, the item result showed students' perception about whether Netflix can improve their listening skill better than other digital aid. Mostly participants chose agree and strongly agree with the item. This is in line with the result of study by Ananda et al. (2021) who did a comparative study between the use of Netflix and another digital aid to improve students' comprehension skills. It was found that those two digital aids can help students enhance their listening skills. However, the number of improvement of the Netflix was higher than the other digital learning media. This proves that Netflix can help improving students' listening comprehension skill better than others. For the last item in listening questionnaire part, the students' perceptions tend to agree and strongly agree that their listening skills are improving by watching English movies or series in Netflix. This was also found by Istifadah et al. (2022) that students' listening comprehension skills can be increased by the use of audio-visual aid such as movies and videos.

For the rest item results from the speaking questionnaire part, most of respondents assume that the motion pictures in Netflix can inspire them to practice English speaking in daily conversation. It may be evident that the software of lively motion pictures contributes to students' vocabulary mastery. Then the vocabulary mastery can help students easily recognize the given words and inspire them to speak because they learn by using animated videos which is not only display written words but also pictures (Siregar et al., 2021). For the rest two items in speaking parts, namely English movies can enhance speaking skill and Netflix helps improving speaking skills better, it was rarely found the study about this. However, Cakir (2006) reported that videos provide authentic language inputs that allow learners to experience more effective language acquisition atmosphere. These authentic environments are quite valuable since they provide real objects, individuals, and circumstances which help to comprehend real context regarding different life situations. Thus, it can be predicted helping students speaking skills immediately.

Dizon (2018) conducted a study on video streaming but in the context of a paid streaming service, specifically Netflix. According to the interview data, participants in the study thought the streaming service was motivating and useful for L2 English learning. This is in line with the interview session results that Netflix is such a fresh, fun, interesting L2 learning media and also easy to use. Netflix has also a lot of advantages as well in the term of L2 language learning. However, I contrast with the advantages, some participants stated some disadvantages of Netflix, namely, there is no sensor system for rude words in some movies. Thus, not all of English movies and series can be used as a learning media for students. Dizon (2018) also stated on his research about the disadvantages of Netflix. But the results were different with the researcher results in this study. Dizon found the Netflix disadvantages is only about the cost and data restrictions.

In a pilot study of Netflix, Alm (2021) examined how the interdependent nature of formal and informal learning—a term she refers to as intra-formal learning—impacted the learning of L2 German. Based on data she collected from reflective reports, Alm concluded that the video streaming service supported the participants' engagement in out-of-class listening activities and promoted their metacognitive awareness. The aforementioned literature demonstrates that on-screen textual aids can be beneficial for vocabulary learning and listening comprehension when watching L2 videos. This is in line with the interview results that mostly of the respondents stated English movies and series in Netflix bring them improvements in listening and speaking comprehension.

CONCLUSION

Based on the findings and discussion, the results of the questionnaire and interview show that English Education Department students of UIN Maulana Malik Ibrahim Malang have positive perception and believe that Netflix as digital L2 learning aid can be beneficial

for their improvement of listening and speaking comprehension skills. They believe it is an effective L2 learning media more than other media normally used in the class. With an audio-visual media such as English movies and series in Netflix, students are easier to understand the language in context of several kinds of conversation because it can stimulate them to see and hear the video simultaneously.

REFERENCES

Alm, A. (2021). Language Learning with Netflix: From Extensive to Intra-Formal Learning. *The Eurocall Review*, *29*(1), 81–92.

Ananda, R. D. P., Saifu, S., & Muhsin, M. A. (2021). A Comparison Study Using Netflix and JOOX in Listening Comprehension for Senior High Students. *Ethical Lingua: Journal of Language Teaching and Literature*, *8*(2), 526–535. https://doi.org/10.30605/25409190.308

Barreiro, P. L., & Albandoz, J. P. (2001). Population and Sample: Sampling Technique. *MaMaEuSch: Managment Matemathics for European Schools*, *1*(1), 1–18. https://doi.org/10.2214/ajr.177.5.1770993

Bowen, P. W., Rose, R., & Pilkington, A. (2017). Mix Methods - Theory and Practice: Sequential, Explanatory Approach. *International Journal of Quantitative and Qualitative Research Methods*, *5*(2), 10–27.

Brünken, R., Plass, J. L., & Leutner, D. (2004). Assessment of Cognitive Load in Multimedia Learning with Dual-Task Methodology: Auditory Load and Modality Effects. *Instructional Science*, *32*, 115–132.

Cakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom.". *Turkish Online Journal of Educational Technology-TOJET*, *5*(4), 67–72.

Creswell, J. W., Clark, P. V. L., & Gutmann, M. L. (2011). *Designing and conducting mixed methods research (2nd ed)*. Sage Publication.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th editio). Sage Publication.

Dizon, G. (2018). Netflix and L2 learning: A Case Study. *The Eurocall Review*, *26*(2), 30–40. https://doi.org/10.4995/eurocall.2018.9080

Fadli, M. R. (2021). Memahami Desain Metode Penelitian Kualitatif. *Humanika: Kajia Ilmiah Mata Kuliah Umum*, *21*(1), 33–54.

Gilakjani, Abbas Pourhosein Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, *9*(6), 123–133.

Huberman, A. M., & Miles, M. B. (1984). *Qualitative Data Analysis: A Method Sourcebook Edition 3*. Sage.

Istifadah, Mukti, T. S., & Noviafitri, K. S. (2022). Learning Outcomes of Listening Comprehension Skills through Audio Visual and Interactive-Audio. *JETLe (Journal of English Language Teaching and Learning)*, *3*(2), 18–24. https://doi.org/10.18860/jetle.v3i2.15623

Jackson, J. O. (2020). An Introduction to Decolonising Netflix, Youtube and Vimeo: African Screen Worlds Self-Isolation Toolkit. *Screen World*, 3–6.

Johnson, L. V., Ziomek-Daigle, J., Haskins, N. H., & Paisley, P. O. (2016). An Investigation of School Counselor Self-Efficacy with English Language Learners Counseling,. *Professional School*, *20*(1), 1096–2409.

Mayer, R. E., & Johnson, C. I. (2008). Revising the Redundancy Principle in Multimedia Learning. *Journal of Educational Psychology*, *100*(2), 380.

Nurhayati-Wolff, H. (2021). *Most popular subscription video on demand (SvoD) services in Indonesia as of May 2021.* https://www.statista.com/statistics/1260227/indonesia-leading-subscription-video-on-demand-services/

Samadova, M., & Erkinov, S. (2023). The Importance of Movies and Series in Learning English. *Society and Innovations*, *5*(Special Issue), 198–204.

Simamora, M. W. B., & Oktaviani, L. (2020). What is Your Favorite Movie?: A Strategy of English Education Students to Improve English Vocabulary. *Journal of English Language Teaching and Learning (JELTL)*, *1*(2), 44–49. http://jim.teknokrat.ac.id/index.php/english-language-teaching/index

Siregar, A. S. B., Tobing, E. G. L., & Fitri, N. R. (2021). Developing of Teaching Materials: Using Animation Media to Learning English Vocabulary for Early Childhood. *ETDC: Indonesian Journal of …*, *1*(1), 9–16. https://etdci.org/journal/ijrer/article/view/44

Stewart, M. A., & Pertusa, I. (2004). Gains to Language Learners from Viewing Target Language Closed-Captioned Films. *Foreign Language Annals*, *37*(3), 438–442.

Suleiman, M., Mohammad, A., & Maniam, M. (2019). A Case Study of Self-Directed Learning Using Movie to Promote Oral Communication. *Journal Of English Teaching, Applied Linguistics And Literatures (JETALL)*, *2*(1), 16–27.

Syrymbetova, L. S., Mekezhanova, A. B. Sarzhanova, G. B., & Kulsharipova, Z. K. (2021). Tleuzhanova, G. K., Subject-Based Speaking as a Method for the Development of Foreign-Language Professional Competence Among Students. *Journal of Siberian Federal University. Humanities & Social Sciences*, *14*(3), 408-425.

Toleuzhan, A., Sarzhanova, G., Romanenko, S., Uteubayeva, E., & Karbozova, G. (2023). The Educational Use of YouTube Videos in Communication Fluency Development in English: Digital Learning and Oral Skills in Secondary Education. *International Journal of Education in Mathematics, Science and Technology*, *11*(1), 198–221.

Ulfa, N. (2017). *Using Movie to Increase Students' Pronunciation* [Ar-Raniry State Islamic University]. https://ejournal.poltektegal.ac.id/index.php/siklus/article/view/298%0Ahttp://repositorio.unan.edu.ni/2986/1/5624.pdf%0Ahttp://dx.doi.org/10.1016/j.jana.2015.10.005%0Ahttp://www.biomedcentral.com/1471-2458/12/58%0Ahttp://ovidsp.ovid.com/ovidweb.cgi?T=JS&P

Wang, Y.-C. (2012). Learning L2 Vocabulary with American TV Drama: From the Learner's Perspective. *English Language Teaching*, *5*(8), 217–225.

Winnie, W., Leong, H. J., Badiozaman, I. F., & Yap, A. (2023). Negotiating the Challenges in Speaking English for Indonesian Undergraduate Students in an ESL university. *Studies in English Language and Education*, *10*(2), 16.

Yaseen, B. H., & Shakir, H. (2015). Movie Effects on EFL Learners at Iraqi School in Kuala Lumpur. *International Journal of Education and Literacy Studies*, *3*(3), 31–36.