Students' Perception Towards Netflix Application in Speaking Class

Diana Nur Fadilla[1], Sulistyani[2], Khoiriyah[3], Agung Wicaksono[4]

[1][2][3][4]English Education Department/University of Nusantara PGRI Kediri
[1]dianafadilla97@gmail.com
[2]sulistyani@unpkediri.ac.id
[3]Khoiriyah@unpkediri.ac.id
[4]agungwicaksono@unpkediri.ac.id

ABSTRACT

Online applications have become a medium that helps make the process of learning English in the classroom easier. There are many online applications that can be used to learn to speak English. Therefore, the aim of this research is to identify the features of suitable for learning to speak English that meet the needs of students. Through students' perceptions of using online applications, specifically the use of the Netflix application as a learning medium to improve speaking skills, with a focus on its benefits and limitations in facilitating language practice. This study is a qualitative literature review research with content analysis design. The data were collected through reviewing published articles which related to the Netflix Application used in speaking class. The articles were search through internet search engine such as Google Scholar. The contents of the articles were identified and concluded. The result show that through features such as TV shows, documentaries, movies, and series available on Netflix, students are offered various ways to interact with native speakers, improve pronunciation, and expand vocabulary. This research result provides insights into the role of this platform as an accessible and versatile resource for language learners who wish to improve their speaking skills.

KEYWORDS: *Students' perception, Netflix Application, Speaking class.*

1.0   INTRODUCTION

English lessons begin in elementary school in Indonesia. However, it is often found that students tend to be passive in communicating in English even though they are already in highschool or university. This will certainly be detrimental to these students because English proficiency is one of the benchmarks for assessing the quality of a person when applying for a job. The marketability of a job applicant will certainly be higher when the person can master active

English. According to Ladouse (in Nunan, 1991:23), speaking is an activity to explain someone in a particular situation or an activity to report something. Speaking activities can be interpreted as speaking activities, where the speaking activities in question are speaking in English. In addition, speaking is also very important for students to improve their speaking skills in several ways, such as in foreign language practice, communication skills especially in English, and also when interacting with others to build connections and social networks.

However, there are some problems that students often faced by students that can weaken their speaking ability in English, such as the lack of practice speaking English in class, many students not mastering vocabulary, and often having difficulty expressing their ideas or opinions. So, most students have poor speaking skills. Then many students also have difficulty understanding what native speakers are saying. And most students are not given enough exposure to English by their

By practicing speaking regularly, we as teachers must have engaging teaching techniques so that students Haryudin, A., Yana, and Efransyah (2020are interested and understand speaking lessons in class. One way is by using learning media for students to significantly improve their speaking skills. Learning media is one of the components of education that plays an important role in the teaching and learning process.

According to) state that in the learning process at school, learning media are important in the teaching and learning process in the classroom. Learning media comes in various types that can be used, such as visual media, audio media, audio-visual media, printed media, and others. Among the various types of learning media, audio-visual media is the type that can be received by the senses of sight and hearing. In delivering English-language material, audiovisual media is a suitable medium to use.

The process of teaching and learning activities will be more effective, interactive, and engaging. The teacher became more optimistic in delivering the material, and the students became easier to understand. Using audio-visual learning media, students can directly see and imitate the pronunciation of English vocabulary or phrases. One example is in teaching speaking. Audiovisual media is actually a medium or the use of materials where absorption through visual and auditory transmission is intended to provide a real educational experience to students. Duludu, (2017:51) says that this way is considered more accurate, faster, and easier than talking, thinking, and narrating about educational experiences.

Arysad (2017:50) mentions two types of audio-visual learning media: films and videos. Like films, videos can depict moving objects along with natural sounds or appropriate sounds. The ability of films and videos to capture images and sounds gives them a unique appeal. Both can present information, display processes, explain complex concepts, teach skills, shorten or extend time, and influence attitudes. Variations in media are used to help teachers present the intended lessons clearly. The statement supports the author's choice to use film as a medium. The media exposure chosen by the author is a film that contains a biography of someone. Because it is now considered the digital era, media that enhance verbal skills are very diverse. Students can absorb natural conversations when practiced by speakers.

So, the problem with students' speaking ability can be addressed by using the Netflix application because it can provide many examples of films or videos, allowing students to replay them repeatedly, making it easier for them to practice speaking. The Netflix application is one of the popular video streaming platforms, which is an OTT media streaming service where subscribers pay a monthly fee to gain instant access to a library of streaming content consisting of TV shows, movies, and other media content. Netflix is one of the most well-known OTT media platforms and a leader in the global video streaming market, with over 109 million members in 2017.

Netflix, as a provider of English-language films, can also serve as a resource for extensive listening and speaking practice in advanced language learning. As for the advantages of this application, there are subtitles that can help students spell better while they watch. The researcher also emphasizes how watching movies can facilitate the understanding of spoken English. It will be easier to learn how to pronounce certain words and remember their sounds after hearing them. Students tend to be more interested because, by listening to audio, they can learn how to pronounce

and listen to a good English accent. Additionally, in a visual context, they can enjoy the films being screened, which is important because students are usually more interested in learning with good audiovisual collaboration (Bedareva et al., 2020; Itagaki, Fukutani, Ando & Horita, 2020). They argue that by using the Netflix application as a media platform for providing films, it is expected that students can enjoy watching and improve their English speaking skills, motivate students to learn, and increase students' interest in learning English.

Currently, the exploration of Netflix's potential as a learning medium in the context of speaking classes, particularly its impact on students' speaking abilities in speaking classes, still needs to be conducted. Understanding the potential of Netflix as a learning medium in depth will impact several aspects of English teaching and learning, especially for students. First, a better understanding will be obtained regarding students' perceptions of Netflix, not only as an entertainment medium but also as a learning medium in English speaking skills. In this context, the research conducted by the researcher can provide a clearer and more contextually appropriate picture of how students view the Netflix application in their English speaking skills, using Netflix to support them in learning English, especially in speaking classes. Second, Netflix is predicted to enhance students' learning outcomes with various alternative learning media.

As part of learning technology, Netflix can realize the concept of teaching less, learning more. This means that physically, the teacher's activities in the classroom are reduced because some of the teacher's tasks are delegated to media, but it still encourages the achievement of maximum student learning outcomes. Additionally, exploring Netflix as a learning medium will help address the decline in students' speaking abilities and increase their interest in learning because Netflix is relatively inexpensive, easily accessible, and user-friendly. Thus, Netflix can become a more meaningful, engaging, and motivating language learning medium, encouraging students to improve their speaking skills in English.

Based on the main benefits of using Netflix, the aim of this research is to gain a deeper understanding of how students perceive English learning in speaking classes, particularly in viewing Netflix as a medium for learning English in classes that promote engaging learning related to their speaking skills. More specifically, this study aims to answer two questions. First, does the Netflix application contribute to students' speaking skills? Second, what is the students' perspective on the Netflix application in speaking classes?

2.0   METHODOLOGY

This research identifies students' perceptions of the Netflix application and its contribution to students' speaking learning. This is a research review with the subject being the research itself, using a prepared strategy and collecting original studies. The procedures used include conducting searches, identifying keywords, reviewing abstracts and articles, and documenting the results. The results of the search, screening, and coding activities are used for the narrative and empirical review and synthesis of the published research. Relevant studies were found through a search of published literature available to the public from several internet databases. For data collection, the authors used

a set of common keywords; the search was conducted across all identified electronic research databases. Here, the researchers found 7 published journal articles that are related to my research. Specifically, the authors focus on journals that have undergone the peer-review process in research on online class interactions. Finally, the Google Scholar search engine was used with a series of keywords related to online learning (available from the authors).

3.0   RESULTS

Does the Netflix application contribute to students' speaking skills?

In this study, researchers wanted to find out how big the relationship was between the habit of watching English films using English subtitles and the ability to speak English. They can pronounce words fluently and are confident when speaking English. Films with English subtitles can be a medium for students to learn speaking. Films can be a special attraction for students who are lazy about learning speaking. The majority of pupils think that Netflix contributes positively to their listening and speaking skills. They think that watching English movies and series on Netflix has a direct impact on their listening and speaking comprehension. Additionally, watching movies and series through Netflix can be an enjoyable medium for learning English because English education majors can watch Netflix in their free time.

Students' Perceptions of The Netflix Application in Learning Speaking in The Classroom

In connection with the theme of students' perceptions of the Netflix application in learning speaking in the classroom, a review of several related published research articles reveals several thoughts. Focusing on the strategies used and how they engage students for multiple learning opportunities, the results are introduced here. The articles reviewed contain ideas and empirical findings. Based on the idea that current research in the body of written work on network education illuminates constructive methods of building knowledge in the context of web-based learning.

1. Experts like Byram (1997) note that cultural understanding is an essential part of language proficiency. Students using Netflix report feeling more connected to English-speaking cultures, which can make them more confident and culturally aware speakers. This cultural immersion contributes to a positive perception of Netflix as a language-learning tool.

2. Vanderplank (2016) found that students generally find subtitles helpful as a language support tool, especially in contexts that require comprehension and spoken production. Students perceive subtitles on Netflix as a beneficial feature that aids in understanding vocabulary, pronunciation, and sentence structure, which they can later apply in speaking exercises.

3. Studies by Goh and Burns (2012) suggest that students often perceive improvement in pronunciation and listening comprehension when exposed to native speech. Students using Netflix report feeling more comfortable with the sounds, rhythms, and intonations of English, which can directly support their speaking skills.

4. According to Bahadorfar and Omidvar (2015: 9), speaking skills can be categorized as good speaking skills when the listener can understand the words spoken by the speaker. Based on existing research, students have a positive perception of using Netflix for speaking practice. By providing clear instructions and guidelines, teachers can help students maximize the benefits of using Netflix for language learning, especially in speaking skills.

5. According to Goh and Burns (2012), exposure to authentic language is crucial for improving

speaking skills. They emphasize that hearing natural conversations helps learners understand real-life language nuances, such as pronunciation, intonation, and colloquial expressions. Netflix, with its vast library of authentic content, can provide this exposure, allowing students to listen to native speakers in various contexts.

6. Experts like Gilmore (2007) argue that authentic language input is essential for language learners, especially for developing speaking skills. Netflix provides learners with access to a range of realistic conversations, slang, and colloquial expressions that they might not encounter in traditional language learning resources. This exposure helps students become more comfortable with the natural flow and rhythm of English, enhancing their speaking abilities.

7. Lisenbee and Ford (2018) suggest that listening to native speakers through audiovisual content improves students' pronunciation and listening comprehension. Netflix offers students access to varied accents and speech patterns, allowing them to hear and mimic the subtleties of native pronunciation. This is particularly beneficial in speaking classes where learners aim to improve pronunciation and fluency.

4.0   DISCUSSION

This researchers show that students consider English-language movies and series on Netflix as an effective tool for improving their speaking skills. Authentic and diverse content helps them engage in real-life conversations, which aids in understanding pronunciation, vocabulary, and cultural nuances. From the experts' presentations, it was found that Netflix helps students feel more comfortable with the sounds, rhythm, and intonation of English. Students reported that this exposure improved their listening comprehension and supported their ability to mimic native pronunciation, which in turn enhanced their speaking fluency. Students find the Netflix subtitle feature useful for building vocabulary, recognizing sentence structures, and connecting spoken and

written language. This feature allows them to better understand and remember new words and phrases, which they can apply in their speaking practice. Overall, the Netflix application contributes to the improvement of students' speaking skills. Students have a positive perception of Netflix as a resource in speaking classes, viewing it as a versatile, motivating, and effective tool for developing English speaking skills

Based on the researchers findings in the context of using Netflix as a learning tool, students gain cultural immersion through exposure to content that depicts various aspects of English- speaking culture, such as social norms, values, humor, and interpersonal dynamics. Watching various TV shows, movies, and documentaries provides a window into the daily lives, behaviors, and traditions of people from English-speaking regions. This exposure can help students understand unspoken cultural cues, idioms, and even gestures that are rarely discussed in traditional language textbooks. By observing these details, students develop what Byram (1997) calls "cultural awareness," which helps them interpret and respond appropriately in conversations, making them more effective communicators.

Then this research shows that subtitles are an effective language support tool, especially in environments where understanding and oral production are important learning goals. Subtitles serve as a bridge between spoken and written language, allowing students to see and hear the language simultaneously. This statement is supported by Vanderplank's (2016) assertion, which found that students generally consider subtitles useful as a language support tool, especially in contexts that require comprehension and oral production. Students consider subtitles on Netflix to be a useful

feature that helps in understanding vocabulary, pronunciation, and sentence structure, which they can later apply in speaking practice.

From the perspective of Netflix's effectiveness for students in understanding speaking skills, overall from the research results above, the author can state that students believe they can develop their speaking skills by watching English-language movies and series on Netflix. The ability to speak English fluently is one of the most important things besides English, and students experience improvement over time. According to researchers' findings, students mostly had a positive response to English-language films and the series contribute to their speaking skills.

While Netflix has notable advantages for language learning, several experts highlight its limitations as a tool for speaking class instruction. Here are some key weaknesses identified by experts:

1. **Lack of Interactive Practice**: One major drawback of using Netflix in a speaking class is the absence of interactive components. According to Swain (1985), interaction is crucial for language acquisition because it allows learners to actively use the language, receive feedback, and adjust their speech accordingly. Netflix is a passive medium that does not allow students to engage in conversation, practice dialogue, or get immediate corrections, which are essential for developing speaking skills.

2. **Inconsistent Language Difficulty**: Gilmore (2007) points out that not all authentic language input is suitable for learners, as the complexity of language can vary widely. Netflix content often includes fast-paced dialogue, slang, and idiomatic expressions that may be too advanced for learners, especially beginners. This can lead to frustration or confusion if students struggle to understand the content without adequate support or scaffolding.

With these weaknesses, the future researchers can make a similar study experimenting alternative ways to minimize the weaknesses. For example giving more interactive practice and provide simple exercise on the language use. To address these limitations, the authors suggests that educators should combine Netflix with other interactive and structured activities that encourage active speaking practice and focused language learning.

5.0   CONCLUSION

It turns out that the Netflix application can be said to be suitable for use as a medium for speaking learning. This is suitable because there are several features on Netflix, such as movies, series, TV shows, biographical documentaries, etc. Additionally, there is a feature of subtitles when we watch a show available on Netflix, which can help improve students' speaking skills and can be used as an alternative medium for speaking lessons. This research provides a sufficient overview and understanding, as well as recommendations for future studies.

REFERENCES

Arysad, A. (2017). *Media pembelajaran*. Jakarta: Rajawali Press.

DAN, K. T. P. M. T. THEORETICAL STUDY OF LEARNING TO FIND THEMES AND MESSAGES IN POETRY PLAYED BY AUDIOVISUAL MEDIA.

Goh, C. C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

Haryudin, A., Yana, Y., & Efransyah, E. (2020). TEACHING SPEAKING USING COLLABORATIVE APPROACH AT SENIOR HIGH SCHOOL IN WEST

BANDUNG. *PROJECT (Professional Journal of English Education)*, *3*(1), 132-142.

Haryudin, A., Yana, Y., &Efransyah, E. (2020). An Analysis of Developing English Teaching Materials at the Vocational High School in Cimahi. JurnalIlmiah P2m StkipSiliwangi, 7(1), 11-19.

Maharani, R. S. (2021). English Education Department students' perception toward Netflix as digital EFL learning aid on listening and speaking skills (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).

Netflix. (2017). Company Info: Overview. Retrieved November 31, 2020, fromhttps://ir.netflix.com.

Netflix: Unlimited movies, TV shows, and more. (n.d.). https://www.netflix.com/id-en/ SARI, D. Y. (2023). *A STUDY ON STUDENTS'SPEAKING PROBLEM IN DAILY CONVERSATION AT MAN PASIR PENGARAIAN* (Doctoral dissertation, UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU).

Speaking Skill. *India: Acme International Journal of Multidisciplinary Research,* 1 (3), 69.

Swain, M. (1993). The output hypothesis: Just speaking and writing aren't enough. *Canadian modern language review*, *50*(1), 158-164.

Vanderplank, R. (2016). *Captioned media in foreign language learning and teaching: Subtitles for the deaf and hard-of-hearing as tools for language learning*. Springer.