THE EFFECT OF SUBTITLES ON NETFLIX ON STUDENTS' VOCABULARY SKILLS ACADEMIC WRITING

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Abstract

The development of teaching that occurred in the 21st century has an important role in the teaching and learning process. The progress of the development of this teaching style greatly influences the way teachers teach their students. The teaching strategy used by the teacher is very influential on students' understanding in class. The teacher's teaching strategy has different learning styles. In this study the researcher wanted to examine the learning style used by the teacher in the classroom by watching movies to increase students' vocabulary and improve students' English. This study used a qualitative approach using a questionnaire. This questionnaire was distributed to students from the writing class. Based on the results that have been obtained, it is proven that teaching using the method of watching movies can increase students' vocabulary and improve students' English.

Key words: academic writing, teaching style, learning style, Netflix, vocabulary

INTRODUCTION

Vocabulary as a pillar of English forms a major part of the English learning process [1], [2], [3]. With a lack of vocabulary knowledge, an English as a Second Language (ESL) learner faces many problems in using her four language skills: reading, listening, speaking and writing [4], [5], [6]. For this reason, vocabulary is considered an integral aspect in the process of teaching and learning a second language [7], [8], [9]. Knowing enough words enables learners to express themselves and communicate effectively in the language [10], [11], [12]. In the words of Wilkins (1972), it became clear that ``without grammar, very little can be taught, and without vocabulary, nothing can be taught'' [13], [14], [15]. This quote emphasizes the importance of vocabulary knowledge [16], [17], [18]. In the Pakistani context, the main method used by teachers in teaching vocabulary is the traditional method, which leads to students learning new words [19], [20], [21]. Memorize, because of this, they are unaware of the contextual use of these words in their written and spoken production of language [22], [23], [24]. Before students reach high school (matrix or O level), they are provided with a long list of vocabulary words and their meanings (usually Urdu) and encouraged to use the words in sentences [25], [26], [27]. Words are usually selected from a glossary list at the end of the course book [28], [29], [30]. They are then assessed in the same way at the end of each session or semester [31], [32], [33]. Students are asked to write down the meaning of a given word and are asked to form sentences [34], [35], [36]. They find this task very difficult because they do not know the word's occurrence in different contexts [37], [38], [39]. As a result, the effectiveness of vocabulary teaching and learning remains questionable [40], [41], [42]. Traditional methods that focus on memorization and practice do not accommodate all student learning styles and strategies [43], [44], [45].

As you know, the use of multimedia in language learning has gained interest over the past decades due to the proliferation of mass media. Learners can learn a language better from text, images, and videos,not just text [46], [47], [48]. With the development of various educational technologies, audiovisual media, television, video, and computers are of increasing importance to be used at all levels of second language for effective teaching. and comprehensive [49], [50], [51]. Additionally, theories of second language acquisition and foreign language learning emphasize the importance of providing learners with comprehensible information [52], [53], [54]. Input hypothesis, learners can unconsciously learn large amounts of language through comprehensible input [55], [56], [57]. The use of video is one of the most popular multimedia tools in language teaching because it helps to show content, deepen comprehension, and improve vocabulary and grammar learning [57], [58], [59]. For this reason, teachers are encouraged to use multimedia tools such as audio and video in their language lessons [60], [61]. It makes learners more comfortable, fun and most of the time very practical. In addition to their effectiveness in improving learners' overall language skills, we also investigated and reported on their ability to use multimedia tools to improve vocabulary learning [62], [63], [64].

Vocabulary is one of the important pillars in learning English. Vocabulary is considered a vital aspect because it is the most important aspect in the process of learning English [65], [66], [67]. In the times and technology that is increasing, in the 21st century teachers are developing their teaching innovations [68], [69], [70]. Teachers try to use technological developments to help their learning process. An example is using sites like Netflix for learning, especially in learning English vocabulary [71], [72]. This method is one of the points of the teacher's strategies in his learning style. This is a learning style used by the teacher in teaching to increase students' vocabulary [73], [74], [75]. The purpose of the teacher using films in learning is so that students don't get bored quickly and understand their vocabulary more easily.

The introduction of English communication as a working language in the Asia and ASEAN regions, coupled with the increased movement of people and information, is poised to place a significant new burden on linguistic and cultural education in English and other languages in the region [76], [77]. Furthermore, this has led to a significant expansion of the use of English among non- native English speakers, and this expansion includes communication in English between people of different cultural backgrounds [78], [79], [80]. The increasing use of English highlights several current problems. English proficiency varies significantly across Asia [81], [82], [83]. Therefore, language learning, especially communication skills in English, is essential for learning in the 21st century [84], [85], [86]. Netflix is one of many platforms for learning English. With Netflix he has 183 million subscribers in over 190 countries and broadcasts his members' documentaries, series and films over the internet [87], [88]. The appearance of numerous series and movies on Netflix has proven to be a strong motivator for students to use digital language learning tools [89], [90], [91]. Netflix subscribers can use the platform to learn strategies to help develop different language skills based on their interests, including: B. Listening comprehension. You can also choose other series and movies to practice your vocabulary, expressions, speaking rhythms and different ways of communicating in your target language. Netflix language features are useful for language learners of all levels [92], [93].

This study aims to determine the effect of subtitles on Netflix on students' vocabulary skills. Streaming services like Netflix have contributed to the global development of

English as a second and foreign language [94], [95]. With millions of viewers and growing popularity in recent years, Netflix is a global platform for multicultural films and translations [96], [97]. Netflix appeals to both youth and adult audiences, and its TV series, movies, documentaries, and programming content offer unique options for children. Because content is available in multiple languages, Netflix offers subtitles and captions in those languages [98], [99], [100]. Netflix and its closed captioning feature therefore help subscribers learn languages, including English. Additionally, in this study, the researcher aims to find out how learning influences learning by watching movies on Netflix on students' vocabulary development. Researchers distributed questionnaires that had been made to students to find out their responses to learning using this film. And learning to use this method provides a lot of convenience to students in developing their vocabulary.

METHOD

This research was a quantitative research that tries to find out the perception of the effect of subtitles on Netflix on students' vocabulary skills. The research object was students' perceptions about the effect of subtitles on Netflix on students' vocabulary skills. The research subjects were 23 students from the Department of English Education at the private University in Bandar Lampung who were taking an Academic Writing course in an odd semester in December 2022. The instrument for collecting data was a questionnaire about the effect of subtitles on Netflix on vocabulary skills experienced by students. This study identifies the convenience provided when learning using Netflix or learning vocabulary by watching movies. This study used a questionnaire in collecting data. The research procedure was carried out in the following stages: 1) determining the research objectives; 2) collect opinions about the ifluence of teaching vocabulary with watching film; 3) arrangement of objects, subjects, populations and research samples; 4) designing data collection instruments; 5) collect data; 6) analyzing data, and; 7) conclusion.

RESULTS AND DISCUSSION

Based on the results of research conducted by researchers, 11 respondents who are academic writing students for the 2022/2023 academic year have filled out questionnaires out of the total 23 students. The questionnaire consists of 7 questions related to the influence of subtitles on Netflix on student vocabulary development. Based on the answers obtained from the respondents, the results were as follows:

Apakah anda memiliki aplikasi netflix?

11 jawaban

- Ya
- Tidak

18,2%

81,8%
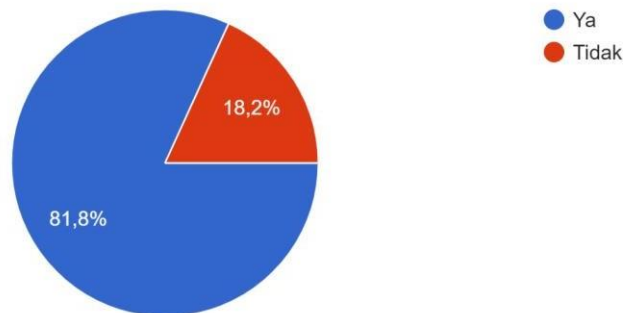
Based on the pie chart, the data shows that most of the students do have the Netflix application. 81.8% of the respondents answered Yes and 18.2% answered no. This proves that the respondents did use the Netflix application to improve their vocabulary.

Apakah anda pernah menonton film di netflix?

11 jawaban

- Ya
- Tidak

9,1%

90,9%
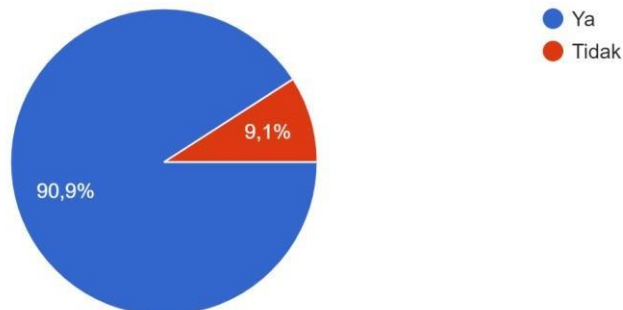
Based on data from the pie chart, many of the respondents have watched movies on the Netflix application. It can be seen from the answers given by the respondents, namely 90.9% of them answered Yes and 9.1% answered No. From these data it can be concluded that the respondent has watched movies on the Netflix application.

Apakah guru anda pernah menggunakan film sebagai metode pembelajaran?
11 jawaban
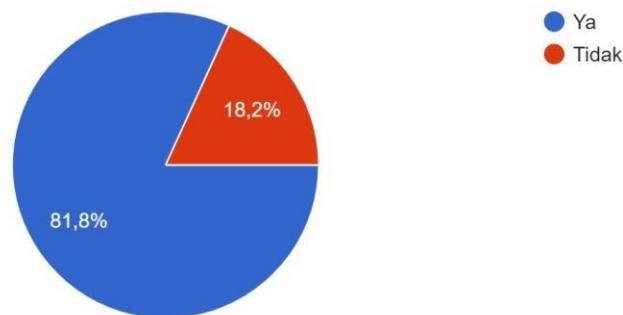
Based on the results of the pie chart data, there are many teachers who use films as a learning method to increase students' vocabulary. It can be seen from the answers given by the respondents, namely 81.8% of respondents answered Yes, and 18.2% of respondents answered No. This means that most of the teachers have used the learning style by watching movies on Netflix to increase their students' vocabulary.

Apakah belajar menggunakan metode menonton film menyenangkan?
11 jawaban

Based on the results of the pie chart data, the learning method by watching movies is an interesting and fun learning method for increasing student vocabulary. It can be seen from the pie chart that 100% of the respondents answered yes, indicating that learning to use film is fun.

Apakah anda menggunakan subtitle pada saat menonton film?
11 jawaban

● Ya
● Tidak

100%

Based on the pie chart above, it shows that students use subtitles when watching movies, this is evidenced by the results of the pie chart on the questioner which shows that 100% of students choose yes that they use subtitles when watching movies.

Apakah dengan menonton film dengan menggunakan subtitle membantu anda dalam meningkatkan kemampuan bahasa Inggris anda?
11 jawaban

● Ya
● Tidak

100%
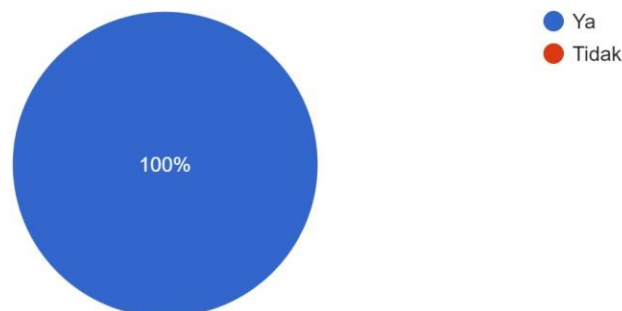
Based on the pie chart above, it shows that watching movies with subtitles can improve students' English, this is evidenced by the results of the pie chart on the questionnaire which shows that 100% of students choose yes, that students think that using subtitles when watching movies can improve their English.

Apakah subtitle membantu anda dalam menambah vocabulary anda?
11 jawaban

Based on the pie chart above, it shows that subtitles on Netflix can help them increase their vocabulary, this is evidenced by the results of the pie chart on the questionnaire which shows that 100% of students vote yes that subtitles on Netflix can help increase student vocabulary.

Based on the results of the research above which discusses the effect of subtitles on Netflix can increase vocabulary in students. In this study, researchers conducted research with a questionnaire of 7 questions which were answered by 9 Academic Writing students at the Indonesian Technocrat University for the 2022/2023 academic year. The results of this study indicate that 100% of academic writing students agree that the learning method by watching movies on Netflix can improve students' vocabulary.

This is supported and proven by two questions in the questionnaire, namely the first "Does watching movies with subtitles help you improve your English skills?" and 100% of students from the academic community who have answered the questionnaire, totaling 11 people by answering "Yes" in the Questionnaire Answer option. And the second "Did subtitles help you improve your vocabulary?" and 100% of students from the academic community who have answered the questionnaire, totaling 11 people by answering "Yes" in the Questionnaire Answer option.

Similar research is related to this study regarding the effect of applying learning methods using netflix in increasing students' vocabulary. What has been done by previous researchers named Pongsakorn Limna (Corresponding Author) Supaprawat Siripipatthanakul, Sutithep Siripipattanakul, Kanchanokchon Woodeson, Pichakoon Auttawechasakoon with the title Applying the UTAUT to Explain Factors Affecting English Learning Intention Via Netflix (English Subtitle) Among Thai people. In this study, previous researchers used Classroom Action Research. This study investigates the relationship between factors of UTAUT, users' satisfaction and English learning intention via Netflix (English Subtitle) among Thai people. The online questionnaires of 389 Netflix (English Subtitle) users were employed for the quantitative study through convenience sampling. The collected data were analyzed using the SPSS Version 27 and PLS-SEM program. The results show that the factors of UTAUT include performance expectancy, effort expectancy, social influence and facilitating conditions. Users' satisfaction is the mediator between performance expectancy, effort expectancy, facilitating conditions and English learning intention via

Netflix (English subtitles). Moreover, facilitating conditions are the highest influencing factor of users' satisfaction, followed by effort expectancy and performance expectancy, respectively.

CONCLUSION

The conclusion of this study is that the learning method using the Netflix application can increase students' vocabulary. This can be seen from the results of the questionnaire that has been answered by respondents or Academic Writing students, this is supported and proven by two questions in the questionnaire, namely the first "Does watching movies with subtitles help you improve your English skills?" and 100% of students from the academic community who have answered the questionnaire, a total of 14 people by answering "Yes" in the Questionnaire Answer option. And the second "Did subtitles help you improve your vocabulary?" and 100% of students from the academic community who have answered the questionnaire, a total of 14 people by answering "Yes" in the Questionnaire Answer option.

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