

The Effectiveness of Netflix as a Digital EFL Learning for Mastering Vocabulary

Diah Ratna Paramita¹, Wiwied Pratiwi², Umar Al Faruq A. Hasyim³

^{1,2,3} Universitas Ma'arif Lampung

* E-mail: diaahratnaparamita@gmail.com

Abstract

This study aims to examine the effectiveness of vocabulary acquisition through Netflix at 2nd semester University of Ma'arif Lampung. The researchers have identified common problems in the learning process. The difficulty of understanding vocabulary in writing subject. This is due to the lack of opportunities for them to practice using English vocabulary with their classmates, both inside and outside the classroom. As a result their vocabulary mastery is still underdeveloped, such as improper pronunciation, low vocabulary mastery, low level of motivation, and low grammar mastery. This type of research uses experimental quantitative research population refers to a specific group of objects or subjects that share certain qualities and characteristics defined by the researcher for the purpose of study and the drawing of conclusions. Data collection was carried out through testing, followed by a t-test to analyze the results. The analysis showed that the experimental group achieved an average post-test score of 83,63636, while the control group scored an average of 59,09091. The two-sample t-test under the assumption of equal variances yielded a calculated t-value of 7.961866, notably exceeding the critical threshold of 0.249. Based on the decision criteria, this result leads to the rejection of the null hypothesis (H_0) in favor of the alternative hypothesis (H_a). Since the calculated t-value (7.961) is higher than the critical value from the t-distribution table (2.085963), this suggests a statistically significant difference between the groups. Thus, Netflix affects the mastering vocabulary of 7.961866 while the other factor of 0.92039 is influenced by other aspects that are not studied in this study. These findings suggest that Netflix has a significant positive impact on improving vocabulary mastery among second-semester English education students.

Key words: Netflix, Vocabulary Mastery, Undergraduate EFL Learners.

INTRODUCTION

The researchers have identified common problems in the learning process, particularly in mastering English vocabulary in writing at the second semester of University of Ma'arif Lampung. Students experience difficulties in understanding and using vocabulary in writing subjects. This problem is mainly caused by the lack of opportunities to practice using English vocabulary with their classmates, both inside and outside the classroom (Nation, 2013). In addition, conventional vocabulary learning methods are often perceived as monotonous and less effective, which leads to low student motivation and limited vocabulary mastery (Kurniawati et al., 2021). Such conditions also reduce students' engagement in learning activities and hinder their ability to retain new vocabulary. Furthermore, limited exposure to authentic language input and contextual vocabulary use restricts students' ability to apply newly acquired vocabulary accurately in writing tasks (Alqahtani, 2015). As a result, their vocabulary mastery remains underdeveloped, as reflected in improper word usage, limited vocabulary range, low motivation, and weak grammar mastery. Consequently, students face difficulties in expressing ideas, participating in discussions, and understanding vocabulary in writing (Branch, 2014). In this situation, students frequently struggle to remember and apply new vocabulary, while traditional methods such as textbooks and memorizing word lists are often perceived as tedious and ineffective, which ultimately impacts their English comprehension.

Vocabulary insufficiency continues to be a major obstacle for EFL students, affecting both classroom learning and everyday communication. A limited vocabulary can impede learners' ability to effectively utilize all four language skills (Gorjian, 2014). Vocabulary generally refers to the collection of words or expressions used in a particular language, discipline, or situation. According to Makhmudovna (2022), understanding vocabulary also includes knowing how words function and relate to meaning. In

contrast, Alqahtani (2015) states that vocabulary includes the essential set of words required to express ideas and reflect the speaker's intended message. Therefore, vocabulary can be understood as all the words that an individual can recognize or use to construct new sentences. Vocabulary mastery refers to an individual's capability to understand and effectively use the vocabulary of a language. According to Nation (2013), Vocabulary learning goes beyond simply knowing words; it also requires using them accurately and suitably in the appropriate context. Nation emphasizes that having strong vocabulary knowledge plays a crucial role in language acquisition, as it greatly affects a learner's proficiency in speaking, writing, reading, and understanding the target language. Developing vocabulary is a multifaceted process that involves more than simply understanding word meanings. It also includes aspects such as pronunciation, spelling, grammar, word connotations, morphological forms, and the semantic connections between words (Ghalebi et al., 2020). Achieving vocabulary mastery requires the ability to apply words accurately within the proper context to improve overall language communication skills.

Mastery of vocabulary is generally developed through consistent and active engagement with the target language, involving activities such as reading, writing, and speaking. Moreover, advancements in technology have made it possible to strengthen vocabulary acquisition through the use of digital tools like videos, audio materials, and language learning apps. Vocabulary is a crucial component of learning English. Without a solid vocabulary, individuals face significant challenges in using the language effectively. This idea is reinforced by Rao's claim (as cited by Bostanci, 2022), which emphasizes that vocabulary is a fundamental element in the English language, playing a central role in the language learning process. Mastering vocabulary is essential, as it is the prerequisite for speaking, writing, and listening effectively. Mansourzadeh (2009) noted that effective communication in a foreign language cannot occur meaningfully without words to convey a variety of meanings, regardless of how well a student learns grammar or the sounds of the language. Consequently, teaching vocabulary is a crucial area that requires further investigation. Given the importance of vocabulary, numerous strategies have been developed to enhance it, and researchers have found that one effective method for learning new vocabulary comes from previous studies focused on watching English films.

Nowadays, technology has become an essential part of human life and plays a significant role in education and learning. The rapid development of digital media has transformed the way students access information and acquire knowledge, including in learning English as a foreign language. Various digital platforms provide learners with opportunities to engage with language input in more interactive and meaningful ways. However, despite these advancements, problems in vocabulary mastery, particularly in writing, are still commonly found among students. At the second semester of University of Ma'arif Lampung, students experience difficulties in understanding and using English vocabulary in writing tasks. This problem is mainly caused by the lack of opportunities to practice vocabulary both inside and outside the classroom (Nation, 2013). In addition, conventional vocabulary learning methods are often perceived as monotonous and less effective, which leads to low student motivation and limited vocabulary mastery (Kurniawati et al., 2021). As a result, students tend to have limited vocabulary retention and low engagement in learning activities. Furthermore, limited exposure to authentic language input and contextual vocabulary use restricts students' ability to apply newly acquired vocabulary accurately in writing tasks (Alqahtani, 2015). Consequently, their vocabulary mastery remains underdeveloped, as reflected in improper word usage, limited vocabulary range, low motivation, and weak grammar mastery. These conditions make it difficult for students to express ideas clearly, participate actively in discussions, and comprehend vocabulary in writing (Branch, 2014). Therefore, there is a need for more engaging and effective learning approaches that integrate technology to enhance students' vocabulary mastery and support their writing skills.

Generally, Netflix is a digital streaming platform that enables users to access a wide range of content, including movies, television series, and documentaries, through various electronic devices such as smartphones, tablets, and computers, provided they are connected to the internet (Assiri, 2020). As one of the leading platforms in the streaming industry, Netflix has gained global recognition

due to its innovative approach to producing and distributing original content (Johnson, 2021). This strategy has successfully attracted a large number of users and subscribers worldwide. Moreover, by utilizing data-driven systems and modern content distribution methods, Netflix has significantly transformed the entertainment industry (Johnson, 2021). Similarly, Doe (2020) also describes Netflix as a revolutionary force that has reshaped the entertainment sector.

Additionally, the language options available on Netflix can benefit language learners at every proficiency level (Alm 2019). Examined the attitudes and awareness of English as a Foreign Language (EFL) students regarding the use of English films in the classroom to enhance their second language (L2) skills (Goctu 2017). The study revealed that students had a positive attitude toward incorporating movies into their learning environment to improve their language proficiency. Consequently, integrating Netflix into the classroom could pave the way for a novel educational approach that utilizes the streaming service as a language learning tool. This research is significant for educators looking to use films in their lessons to assist students in mastering vocabulary in writing.

Several studies relevant to this research include “*A Case Study of Learning English through a Netflix Movie*” by Vachanaratna, Pavita, as well as “*Mastering Vocabulary through English Movies.*” These studies differ in their focus. The first examines how watching English-language films on Netflix with subtitles can help adult learners improve their comprehension and vocabulary, while the second focuses on vocabulary mastery and retention after watching films, particularly in supporting writing skills. However, there is still a gap in evaluating the effectiveness of Netflix for vocabulary mastery, specifically among second-semester students in the English Education Program at Ma’arif Lampung University.

This study aims to examine the effectiveness of using Netflix to improve vocabulary mastery among second-semester students at the University of Ma’arif Lampung. The novelty of this research lies in the use of Netflix as a medium for learning English, offering a more engaging and contextualized approach. In contrast to traditional methods, which are often repetitive, watching films and series on Netflix provides an immersive audiovisual experience that makes learning more enjoyable and less monotonous. Through this platform, learners are exposed to authentic language use, including idiomatic expressions, colloquial language, and slang that are rarely found in textbooks. This approach creates a more dynamic and enjoyable learning experience, allowing students to learn while engaging with compelling content. As a result, learning through Netflix not only enhances listening and speaking skills but also promotes a deeper cultural understanding and awareness of the social context of the language. Therefore, this study seeks to assess the extent to which Netflix can effectively serve as a tool for improving vocabulary mastery among second-semester students at the University of Ma’arif Lampung.

METHODOLOGY

This study employed a quantitative experimental method to investigate the effectiveness of Netflix as a learning medium for mastering English vocabulary. The research design used was a quasi-experimental pre-test and post-test control group design, involving an experimental class and a control class. The population of this study consisted of second-semester students of the English Education Program at Ma’arif Lampung University, and the sample was selected using a purposive sampling technique based on similar academic characteristics.

Basically, the method used to obtain data is by using a scientific approach with certain goals and benefits. The data collection method employed in this study follows a scientific approach with specific objectives and advantages. An inquiry into using a nearly testing strategy is conducted to examine the effects of treatment on subjects under controlled conditions. In this approach, all participants in the experimental group, known as the first treatment group, are used rather than selecting subjects randomly. This research utilizes an experimental quantitative approach, where the population consists of a specific group of objects or subjects that possess certain qualities and characteristics as defined by the researcher for the purpose of study and the drawing of conclusions. The participants in this study were students in second- semester of English education at Ma’arif Lampung University. This research is carried out within a specified timeframe, following a structured plan for using the Netflix

application. The main emphasis is on using Netflix as a tool for learning English vocabulary. The researcher intends to evaluate the effectiveness of Netflix in vocabulary mastery among second-semester English education students at Ma'arif Lampung University.

In this study, data analysis was conducted using a paired t-test to assess the effectiveness of Netflix as a learning medium vocabulary mastery of second-semester students at University of Ma'arif Lampung. The paired t-test was applied because this study involved comparing two sets of values from the same group, specifically the pre-test and post-test scores obtained before and after the treatment in the experimental group. The research hypothesis uses H_a (Alternative Hypothesis) as variable Y and H_0 (Null Hypothesis) as variable X. Data collection involves continuous observation, as well as the distribution of vocabulary tests, pre- tests, and post-tests to assess the study's outcomes.

This study was carried out over a designated timeframe, with a regular schedule for utilizing the Netflix application. The main emphasis is on using Netflix as a tool for learning English vocabulary. The objective is to assess the effectiveness of Netflix as a medium for vocabulary acquisition among second-semester English education students at Ma'arif Lampung University.

RESULT AND DISCUSSION

Experimental and Control Class

The purpose of the study is to demonstrate the effect of using the Netflix app for learning English vocabulary among second-semester English education students. The researchers examined the final test scores from both the experimental and control groups based on the assessments administered to the students. Here are the findings of this research.

Table 1. Statistical Data

No	Statistic	Experiment Class	Control Class
1.	N	11	11
2.	X	83,63636	59,09091
3.	Max	100	100
4.	Min	80	50
5.	D	6,741999	7,687061
6.	D^2	45,45455	59,09091

The table presents a comparison of statistical results between the experimental class and the control class. Both groups consisted of 11 students. The experimental class achieved a higher mean score of 83.63, while the control class obtained a mean score of 59.09. In terms of maximum scores, both classes reached the same highest score of 100. However, the minimum score in the experimental class was higher (80) compared to the control class (50), indicating better overall performance.

Furthermore, the standard deviation of the experimental class was 6.74, which is slightly lower than that of the control class (7.68). This shows that the scores in the experimental class were more consistent. In addition, the variance (D^2) of the experimental class was 45.45, while the control class had a higher variance of 59.09, suggesting greater score dispersion in the control group. Overall, the experimental class demonstrated better and more stable performance than the control class.

The Netflix app was used as a vocabulary learning tool to generate the post-test results

Research activities utilizing Netflix were conducted during the experimental class. A pre-test was given in the second session, while a post-test was administered in the final meeting of the study. The test included 20 questions with 15 multiple choice and 5 essay and involved 11 respondents. The post-test results for the experimental class are shown in Tables 2 and 3.

Table 2. Pre-test and post-test results of the experimental class

No	Name	Pre test	Post test
1	S_1	65	85
2	S_2	55	90
3	S_3	75	85
4	S_4	65	75
5	S_5	70	75
6	S_6	65	85
7	S_7	75	90
8	S_8	65	80
9	S_9	70	75
10	S_10	55	95
11	S_11	70	85

The following table presents the distribution of students' post-test scores in the experimental class. The scores are categorized into four levels: very high, high, low, and very low, based on their value intervals. This classification aims to show the overall performance of students after the implementation of Netflix as a learning medium. Through this table, it can be seen how the students' scores are distributed across different achievement levels.

Table 3. *Post-test* Assessment of Experimental Class

No	Category	Value interval	Frequency	Percentage
1.	Very High	80-100	8	61,5%
2.	High	65-79	3	37,55%
3.	Low	50-64	0	0%
4.	Very Low	<50	0	0%
Total			11	100%

The data from Table 2 shows that students in the experimental class experienced an improvement in their scores from the pre-test to the post-test. Most students had moderate scores in the pre-test, ranging from 55 to 75. However, after the treatment, their post-test scores increased significantly, with many students achieving scores between 80 and 95. This indicates that the learning intervention had a positive impact on students' performance.

Table 3 further illustrates the distribution of post-test scores. The majority of students (61.5%) are categorized as "Very High" with scores between 80 and 100. Meanwhile, 37.5% of students fall into the "High" category (65–79). There are no students in the "Low" or "Very Low" categories. This result shows that overall student achievement improved, and most students reached a high level of performance after the implementation of the learning strategy.

Control Class Post-Test Results

Students in the control class struggled to fully grasp vocabulary diction, verb usage, pronunciation, and proper writing of vocabulary. Some continued to make mistakes when using verbs in sentences. A pre-test and post-test were conducted during the second and final sessions of the research. Tables 4 and 5 present the results, which include 20 questions with 15 multiple choice and 5 essay each answered by 11 respondents.

Table 4. Pre-test and post-test results of the Control class

No	Name	Pre-test	Post-test
1	S_1	45	60
2	S_2	55	65
3	S_3	40	55
4	S_4	65	75
5	S_5	45	55
6	S_6	45	50
7	S_7	50	65
8	S_8	45	55
9	S_9	45	50
10	S_10	50	55
11	S_11	55	65

The following table presents the descriptive statistics of students' scores in both the experimental and control classes. It provides an overview of the number of participants, mean scores, maximum and minimum values, as well as the standard deviation and variance. These data are used to compare the overall performance and variability between the two groups before further statistical analysis is conducted.

Table 5. *Post-test* Assessment of Control Class

No	Category	Value Interval	Frequency	Percentage
1.	Very High	80-100	0	0%
2.	High	65-79	4	38,5%
3.	Low	50-64	7	60,5%
4.	Very Low	<50	0	0%
Total			11	100%

Table 5 shows the post-test assessment results of the control class. It can be seen that the majority of students are in the low category (50–64), with 7 students or 60.5%. Meanwhile, 4 students (38.5%) are in the high category (65–79). No students fall into the very high (80–100) or very low (<50) categories. In total, there are 11 students, representing 100% of the sample. These results indicate that most students in the control class achieved relatively low scores in the post-test.

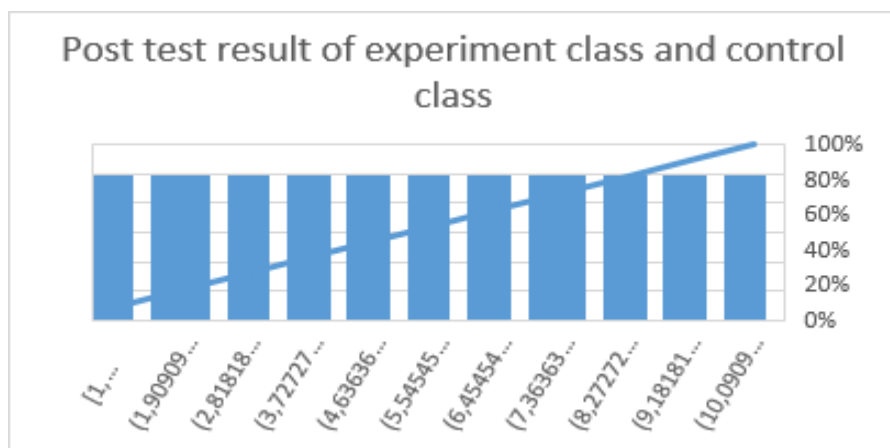
The following table presents the results of the hypothesis testing using the post-test data from both the experimental and control classes. It includes statistical measures such as mean, variance, number of observations, and the results of the t-test analysis. These data are used to determine whether there is a significant difference between the two groups after the treatment has been applied.

Table 6. Hypothesis Test Results *Post-test*

	<i>Variable 1</i>	<i>Variable 2</i>
	83,6363	59,0909
Mean	6	1
	45,4545	59,0909
Variance	5	1
Observations	11	11
	52,2727	
Pooled Variance	3	
Hypothesized Mean Difference	0	
df	20	
	7,96186	
t Stat	6	
P(T<=t) one-tail	6,27E-08	
	1,72471	
t Critical one-tail	8	
P(T<=t) two-tail	1,25E-07	
	2,08596	
t Critical two-tail	3	

Based on the analysis of the hypothesis test regarding Netflix as a medium for English language learning, a Two-Sample Assuming Equal Variances Test was performed. The test used a significance level of $\alpha = 5\%$ (0.05). Hypothesis Formulation If t calculates < 0.05 , then it is very significant, with the conclusion H_0 rejected. If t counts 0.05 then it is very significant with the conclusion H_0 accepted. In the results of data analysis, since the t -calculated value is greater than the t -table value ($7.961866 > 2.085963$), it can be concluded that there is a significant difference between the pre-test and post-test values. Thus, The null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. The t -count value of 7.961 exceeds the critical t -value of 2.085963, indicating a significant result. Thus, Netflix affects the mastering vocabulary of 7.961866 while the other factor of 0.92039 is influenced by other aspects that are not studied in this study. This indicates that utilizing Netflix as a tool for learning English vocabulary enhances understanding of diction more effectively than the direct learning model among second- semester English education students at Ma'arif Lampung University.

This study shows that the use of Netflix as a medium for learning English vocabulary is more effective than the direct learning strategy. The assessment of this approach was conducted through test questions administered to students. Those who participated in Netflix-based learning attained a higher average score. Specifically, the average score in the knowledge section for the Netflix group is 83,63636, while the average score for the direct learning group is 59,09091. This information is illustrated in the histogram below:



Grafik 2. Histogram of Comparison of Post-Test Values of Experimental and Control Classes

The analysis of the hypothesis test regarding the use of Netflix as a tool for learning English vocabulary, conducted through the Two-Sample Assuming Equal Variances Test, revealed a significance value (2-tailed) of 0,4762 with a t-table value of 0,249. Based on the criteria for decision-making in this test, we can conclude that H_0 is rejected and H_a is accepted. Consequently, the findings suggest that using Netflix as a medium for learning English vocabulary enhances the understanding of vocabulary diction more effectively than the direct learning model for second-semester English education students at Ma'arif Lampung University.

Grasping vocabulary is crucial for anyone aiming to learn a foreign language, leading to the exploration of various vocabulary learning methods. One effective approach is using Netflix, which has been demonstrated to enhance vocabulary acquisition in several studies that will be discussed later. As a rapidly advancing technological platform, Netflix can significantly assist students in their learning journey (Dananjaya and Kusumastuti 2019). Moreover, Netflix offers a more engaging approach to learning. As a streaming platform, it has transformed the educational landscape, particularly in the context of learning English as a foreign language (EFL). Beyond being a source of entertainment, Netflix has demonstrated significant potential as an effective tool for vocabulary acquisition. Research indicates that consistently using Netflix in the target language is crucial for mastering vocabulary. The subtitle feature of Netflix significantly enhances its effectiveness as a learning tool. By employing subtitles in the original language or in English, students can gain a better grasp of the dialogue and the context of the story. Studies show that using subtitles can boost listening comprehension and aid students in retaining new vocabulary more effectively (Gatcho 2024).

In the final phase, a post-test was administered to evaluate the students' understanding before and after using the application. In contrast, the direct learning method used for second-semester English education students at Ma'arif Lampung University involved the researcher delivering information verbally, with no feedback provided between the researcher and the students regarding the material. The use of Netflix as a learning tool is intended to improve comprehension of vocabulary diction. Through this approach, students actively participate in the learning process by engaging with the media, completing daily assignments with specific achievement targets, and gaining motivation to learn English vocabulary. This motivation is enhanced by feedback on their progress, which contributes to a positive learning experience. Furthermore, the features and gamification elements in Netflix app help foster an engaging learning atmosphere.

CONCLUSION

Based on the findings from the research involving second-semester English education students at Ma'arif Lampung University, along with the data analysis and discussions, it can be concluded that there is a notable difference in vocabulary understanding between the experimental and control groups. The hypothesis testing conducted through a paired sample t-test, specifically using the Two-Sample

Assuming Equal Variances Test, revealed a t-count value of 7,961866, which is higher than the t-table value of 2,085963. Since t-count > t-table, H_0 is rejected and H_a is accepted. Based on the value of t-count, the calculation is greater than t-table, which is with a value of 7.961, Which exceeds the critical t-value of 2.085963. Thus, Netflix affects the mastering vocabulary of 7.961866 while the other factor of 0.92039 is influenced by other aspects that are not studied in this study. Thus, it can be concluded that Netflix is significantly effective as a learning tool for vocabulary mastery among second- semester English education students at Ma'arif Lampung University.

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