



**EFL STUDENTS' EXPERIENCES IN
WATCHING MOVIES ON "NETFLIX"
TO FACILITATE ENGLISH
PRONUNCIATION LEARNING**

NETFLIX

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SN. 20522010

2026



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A large, stylized, 3D-effect logo of the word "NETFLIX" is centered on the page. The letters are dark grey with a metallic sheen and are surrounded by various decorative elements like hearts, dots, and lines. The background features a large, light blue and green archway graphic.

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A THESIS

Submitted to Fulfil One of the Requirement for *Sarjana Pendidikan*
Degree in English Education Department



By :

NAILA ADIBA
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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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2026**

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Dengan ini menyatakan bahwa skripsi yang berjudul **“EFL STUDENTS' EXPERIENCES IN WATCHING MOVIES ON “NETFLIX” TO FACILITATE ENGLISH PRONUNCIATION LEARNING”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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Yang membuat pernyataan,



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UIN K.H. Abdurrahman Wahid Pekalongan
c/q. Ketua Program Studi Tadris Bahasa Inggris
di Pekalongan

Assalamu 'alaikum, Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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Program Studi : Tadris Bahasa Inggris
Judul : EFL STUDENTS' EXPERIENCES IN WATCHING MOVIES
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LEARNING

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu 'alaikum, Wr. Wb

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Title : **"EFL STUDENTS' EXPERIENCES IN WATCHING MOVIES ON NETFLIX TO FACILITATE ENGLISH PRONUNCIATION LEARNING"**

Has been established through an examination held on Wednesday, 12th March 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya.”

(Q.S. Al-Baqarah:286)

“Merasakan kesulitan di masa muda itu penting. Karena dari kesulitan hari ini akan ada manisnya kesuksesan di masa depan.”

(Imam Syafi'i)

“Tidak ada mimpi yang terlalu tinggi. Tak ada mimpi yang patut diremehkan. Lambungkan setinggi yang kau inginkan dan gapailah dengan selayaknya yang kau harapkan.”

(Maudy Ayunda)

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa EFL dalam menonton film berbahasa Inggris di Netflix sebagai bagian dari proses pembelajaran bahasa Inggris mereka. Penelitian ini menggunakan metode deskriptif kualitatif, dan data dikumpulkan melalui wawancara dengan beberapa siswa EFL. Data dianalisis menggunakan kerangka penilaian yang diusulkan oleh James R. Martin dan Peter R. R. White, yang terdiri dari sistem Attitude, Engagement, dan Graduation untuk mengeksplorasi bagaimana siswa mengekspresikan perasaan, pendapat, dan penilaian mereka. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki pengalaman positif saat menonton film di Netflix, karena mereka merasa lebih termotivasi, lebih percaya diri, dan lebih terlibat dalam belajar bahasa Inggris. Mereka juga menyampaikan adanya peningkatan dalam kosakata, pelafalan, keterampilan mendengarkan, dan pemahaman terhadap ungkapan sehari-hari. Namun, beberapa tantangan teridentifikasi, seperti kesulitan memahami ucapan cepat, bahasa slang, dan kosakata yang tidak familiar. Meskipun demikian, mahasiswa percaya bahwa menonton film di Netflix membantu mereka belajar bahasa Inggris dengan cara yang lebih menyenangkan, alami, dan bermakna, serta mendukung pembelajaran mandiri di luar kelas.

Kata kunci: Mahasiswa EFL, Netflix, menonton film, pembelajaran bahasa, analisis penilaian, pengalaman mahasiswa.

ABSTRACT

This study aims to explore EFL students' experiences in watching English movies on Netflix as part of their English learning process. The research uses a qualitative descriptive method, and the data were collected through semi-structured interviews with several EFL students. The data were analyzed using the appraisal framework proposed by James R. Martin and Peter R. R. White, which consists of Attitude, Engagement, and Graduation systems to examine how students express their feelings, opinions, and evaluations. The findings reveal that most students have positive experiences while watching movies on Netflix, as they feel more motivated, more confident, and more engaged in learning English. They also report improvements in vocabulary, pronunciation, listening skills, and understanding of daily expressions. However, several challenges are identified, such as difficulty in understanding fast speech, slang, and unfamiliar vocabulary. Despite these challenges, students believe that watching movies on Netflix helps them learn English in a more enjoyable, natural, and meaningful way, and it supports their independent learning outside the classroom.

Keywords: EFL students, Netflix, movie watching, language learning, appraisal analysis, students' experiences.

PREFACE

All praise and gratitude are devoted to Allah SWT for His endless mercy, blessings, and guidance, which have given me the strength, patience, and determination to complete this thesis entitled *“EFL Students’ Experiences in Watching Movies on Netflix to Facilitate English Pronunciation Learning.”* This thesis is submitted to the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan as one of the requirements for obtaining a bachelor’s degree in English Education. The completion of this thesis would not have been possible without the support, guidance, and encouragement from many individuals. Therefore, I would like to sincerely express my deepest gratitude to:

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The Writer

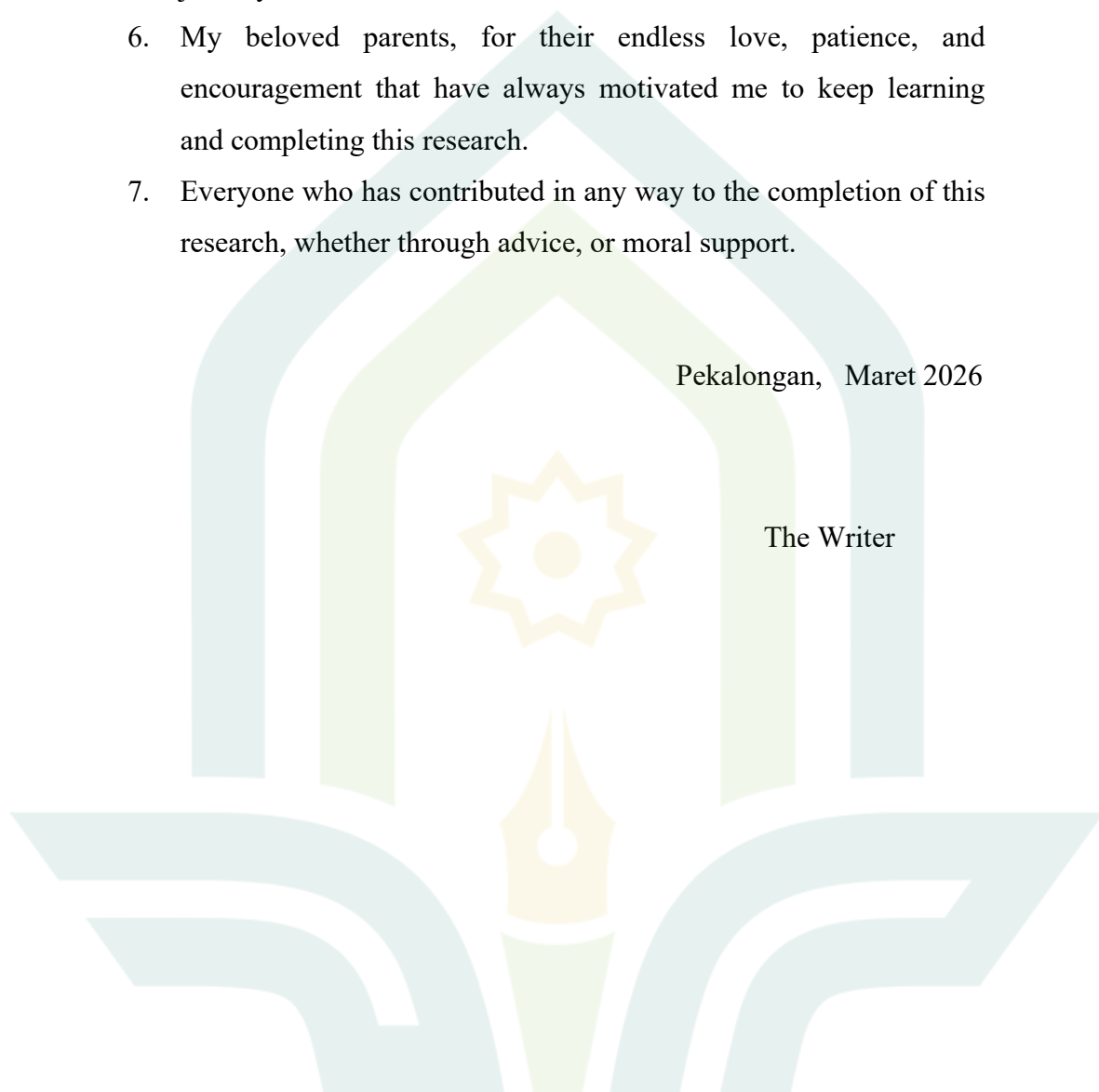


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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In today's globalised world, English language proficiency has become an essential skill for communication, education and career development (Akther, 2022). Among the four language skills (listening, speaking, reading and writing), speaking skills have the most important role as it allows one to convey ideas clearly and interact effectively with others (Zhang, 2009). Fluency of pronunciation, as a very important element in speaking, helps to convey messages accurately and makes communication more comprehensible and interesting (Gilakjani & Ahmadi, 2011). However, many English as a Foreign Language (EFL) students struggle to achieve native-like fluency due to limited exposure to authentic language contexts (Derwing & Munro, 2015).

The digital transformation that has taken place in recent years has given birth to a variety of new media, one of which is the increasingly popular streaming platform Netflix. The rapid growth of streaming services like Netflix makes it easy for students to access in-depth and varied English language materials to improve their language skills. Netflix is a subscription based streaming service that allows members to watch TV shows and movies on an internet connected device (Netflix, Inc. (2023)). It offers a wide variety of content, including original productions, across multiple genres and languages. Netflix, with its diverse content featuring a variety of English accents, genres and contexts, serves as an authentic source for language exposure. Its accessibility and easy to use features, such as subtitles and playback options, make it an ideal platform for EFL students who want to improve their pronunciation and fluency outside the traditional classroom environment (Romero-Trillo, 2012).

Many students today also feel more motivated when learning through digital platforms that they already enjoy using in

daily life. Netflix is one of the platforms commonly used by students for both entertainment and learning purposes. When students enjoy the learning process, they tend to be more engaged and consistent. According to Ipek, O.F. & Ustunbas, Z. (2021), online language learning environments can foster learner engagement and sustained motivation. Furthermore, digital learning tools generally support learner autonomy and motivation (Warschauer & Liaw, 2011). Therefore, learning through Netflix allows students to practice pronunciation naturally and comfortably, making the experience more effective.

Furthermore, every student has different learning preferences, and Netflix allows them to choose content that matches their interests and English level, which aligns with Oxford's (2003) explanation that learners benefit from materials suited to their individual styles. Some students learn better by listening, while others learn better by watching facial expressions and mouth movements. This makes Netflix a strong multimodal learning tool, consistent with Mayer's (2001) Multimedia Learning Theory, which highlights that combining visual and auditory input enhances understanding.

Several studies highlight the importance of audiovisual media in language learning. According to Webb and Rodgers (2009), watching videos with subtitles helps students associate spoken and written word forms, thus improving pronunciation and comprehension. Netflix provides opportunities for repeated listening, so that students can familiarise themselves with the rhythm, intonation and stress patterns in spoken English. This repeated exposure can significantly improve students' pronunciation fluency (Vanderplank, 2016).

In the pre-research stage, the researcher observed several students from the English Education Department. The researcher noticed that some of these students had good pronunciation skills. After asking them informally, it was found that they often used Netflix as a medium for learning English. They usually watched movies or series and paid attention to how

words were pronounced by native speakers. Based on this observation, the researcher assumed that using Netflix may help students improve their English pronunciation in an enjoyable and effective way.

In addition, Netflix allows students to explore diverse cultural contexts and language varieties, which are often absent from conventional language learning materials (Alm, A., 2021). Students can mimic native speakers' pronunciation, practice dialogues and acquire everyday expressions through interactive engagement with Netflix content. Such immersive learning experiences are in line with the principles of input based learning, which emphasize the importance of rich language input to improve oral skills (Krashen, 1985).

Although Netflix can help students improve their English, there are also some challenges. One common difficulty is understanding different accents, especially when the characters speak with strong regional or foreign accents that students are not used to (Johansen, 2018). This can make it hard for students to catch the meaning of the words, even if they know the vocabulary. As a result, they may miss important parts of the conversation or feel confused during the show. Another problem is the fast-paced dialogue actors often speak quickly, use slang, or have conversations that are hard to follow without subtitles (Martinez, et al., 2014). This can make students not understand some words. They might feel confused and not know what the people are talking about. It can also be hard for students to choose the right content, as not all shows or movies are suitable for learning. Some programs might be too advanced, have complex language, or include inappropriate themes. These challenges can make it harder for students to fully benefit from using Netflix to improve their English skills.

In addition, there is a lack of research focusing on how EFL (English as a Foreign Language) students experience in watching movies on Netflix to facilitate English pronunciation learning. Most of the existing research focuses more on

vocabulary or listening skills, not specifically on pronunciation. This creates a research gap. Exploring students' experiences can help us better understand how useful Netflix is in facilitating pronunciation and can provide useful ideas for teachers and learners who want to use movies as a learning tool.

This study aims to investigate EFL students' experiences in watching movies on Netflix to facilitate their English pronunciation learning. By focusing on students' perspectives, this study seeks to understand the benefits, challenges and strategies associated with using Netflix as an additional language learning tool. The findings are expected to contribute to the growing body of knowledge in integrating technology into EFL learning and offer practical recommendations for students and educators.

1.2 Formulation of the Problems

The formulation of the problems in this research aims to explore EFL students' experiences and perceptions in watching movies on Netflix to facilitate their English pronunciation learning. The main questions driving this research is:

1. How do EFL students' experiences in watching movies on Netflix facilitate their English pronunciation learning?
2. What are the benefits and challenges faced by students when watching movies on Netflix to facilitate their English pronunciation learning?

1.3 Operational Definition

In the context of this study, the following key terms are defined operationally to provide clarity and ensure consistency throughout the research:

1.3.1 EFL Students' Experiences

EFL student experience refers to students' expressions of their attitudes, engagement, and graduation of learning activities, expressed through language. Based on Martin and White's (2005) student experience is understood in the context of how they linguistically express their feelings, assessments, and

evaluations of the learning process and learning resources in a particular context.

1.3.2 Netflix

Netflix is a streaming platform that provides a wide variety of audiovisual content, including movies, TV shows and documentaries (Tryon, 2015).

1.3.3 English Pronunciation

English pronunciation refers to the learner's ability to articulate words, phrases, and sentences fluently, accurately, and with natural rhythm, stress, and intonation (Gilakjani, 2016).

1.4 Aims of the Study

The aims of this study are as follows:

1. To describe how EFL students' experiences in watching movies on Netflix facilitate their English pronunciation learning.
2. To identify the benefits and challenges faced by students when watching movies on Netflix as a tool to support their English pronunciation learning.

1.5 Significance of the Study

1.5.1 Theoretical Significance

This research will contribute and support Mayer's (2001) theory of Multimedia Learning, which emphasizes that learning will be more effective if information is delivered through two or more channels, such as sound and images, rather than just one of them.

1.5.2 Empirical Significance

This study provides empirical significance on how EFL students use Netflix as a learning tool to facilitate their English pronunciation learning. The findings reflect students' real experiences, including their learning strategies, challenges and progress, which can help teachers design more effective media based learning activities.

1.5.3 Practical Significance

This study is directly useful for teachers, students, and other researchers. For teachers, the results of this study can provide an overview of how students' experience in watching movies on Netflix can contribute to their pronunciation improvement. Therefore, teachers can consider using movies as one of the learning media in the classroom. For students, this study can provide inspiration to learn English independently and more enjoyably through media that they love, such as movies. In addition, students can also be more confident in improving their pronunciation skills through a non-boring way. For other researchers, the results of this study can be a reference or basis for conducting further research on similar topics, such as the use of digital media in foreign language learning.



CHAPTER V CONCLUSION

5.1 Summary of Findings

Based on the findings, it can be summarized that EFL students have positive experiences when watching English movies on Netflix to learn pronunciation. From the aspect of Attitude, students showed positive feelings such as happiness, enjoyment, and interest. They felt that learning through movies was not boring and made the learning process more relaxed and enjoyable. Watching movies also helped them feel more confident because they were used to hearing English directly from native speakers. Students believed that even though their pronunciation improvement was only slight, they became more aware of correct pronunciation and intonation. They also made serious efforts, such as paying attention to dialogue, repeating scenes, and using shadowing techniques. In addition, students had positive views about Netflix as a learning tool because it provides many English movies with different accents and helpful features like subtitles and pause options. These features made pronunciation practice easier and more effective.

From the aspect of Engagement, the findings show that students started using movies for pronunciation learning either from personal experience or from suggestions given by their lecturer. Some students realized by themselves that repeating movie dialogue helped improve their pronunciation, while others were guided by external advice. However, all students stated that they used Netflix mainly because of their own desire. This means they were internally motivated and chose this learning method willingly. In terms of Graduation, students strongly expressed that watching movies “really helped” their pronunciation, especially in improving intonation and clarity in daily conversation. Although they did not watch movies regularly and only did it in their free time, they still felt the activity was helpful and quite easy to do. Even when facing difficulties such as fast

speech and unfamiliar accents, students felt that imitating movie dialogue made learning feel natural.

Furthermore, the findings also show both benefits and challenges in using Netflix for pronunciation learning. The main benefit is that students can hear clear and authentic English pronunciation from native speakers, which helps them practice real-life conversation. However, students also face challenges such as different accents and fast dialogue that make it difficult to understand and imitate pronunciation. To overcome these problems, students replay scenes, turn on English subtitles, imitate dialogue slowly, and write down difficult words. They also use shadowing and repetition techniques to improve their pronunciation. Overall, the findings show that watching English movies on Netflix is a useful and enjoyable tool for pronunciation learning. Even though there are some challenges, students actively use strategies to overcome them, which shows that they are engaged and responsible in their own learning process.

5.2 Recommendations

Based on the findings of this study, several recommendations can be made for teachers and further research:

5.2.1 Recommendations for Teachers

Based on the results of this study, teachers are encouraged to use movies on Netflix as a supportive medium for teaching pronunciation. Teachers can guide students to use helpful features such as English subtitles, pause, and replay to focus on specific words, stress, and intonation. Simple activities like repeating short dialogues, practicing shadowing, and identifying difficult words can help students become more aware of how English sounds are produced. It is also important for teachers to help students choose movies that match their language level so that they are not overwhelmed by fast speech or unfamiliar accents. In addition, teachers can encourage students to pay attention to pronunciation patterns while watching, provide examples of how to

imitate native speakers correctly, and create a comfortable learning atmosphere so students feel confident practicing pronunciation through enjoyable and meaningful learning activities.

5.2.2 Recommendation for Further Research

For future research, it is suggested to examine the use of Netflix in pronunciation learning over a longer period of time to see more clearly how students' pronunciation improves step by step. A study that follows students for several months may provide a deeper understanding of their progress and learning consistency. In addition, future researchers can involve more participants from different universities or educational levels to obtain broader perspectives. Researchers may also apply different research approaches to explore more deeply how watching English movies contributes to the improvement of students' pronunciation skills.

