

**UNIVERSITY STUDENTS' EXPERIENCES
OF USING ENGLISH MOVIES ON NETFLIX
FOR EXTENSIVE LISTENING PRACTICE**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

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UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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Movies on Netflix for Extensive Listening Practice

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya.

Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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ACKNOWLEDGMENTS

All praise is due to Allah SWT for His blessings, mercy, and guidance throughout the completion of this thesis. Peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and his followers until the end of time. The researcher would like to express sincere gratitude to the following individuals and parties:

1. To my beloved family, especially my parents, for their endless love, prayers, encouragement, understanding, and unwavering support throughout my academic journey.
2. To my thesis advisor, for the valuable guidance, patience, constructive feedback, and continuous support throughout the completion of this thesis.
3. All lecturers of the English Education Department, for their knowledge, guidance, inspiration, and support that have contributed significantly to my academic and personal development.
4. Myself, for remaining persistent, dedicated, and resilient throughout the process of completing this thesis despite various challenges and difficulties.
5. My friends, for their encouragement, motivation, support, and memorable companionship throughout my years of study and during the completion of this thesis.
6. Everyone who has contributed to and supported me throughout this journey, whether directly or indirectly. Although their names cannot be mentioned individually, their kindness, encouragement, assistance, and support have been greatly appreciated and will always be remembered.

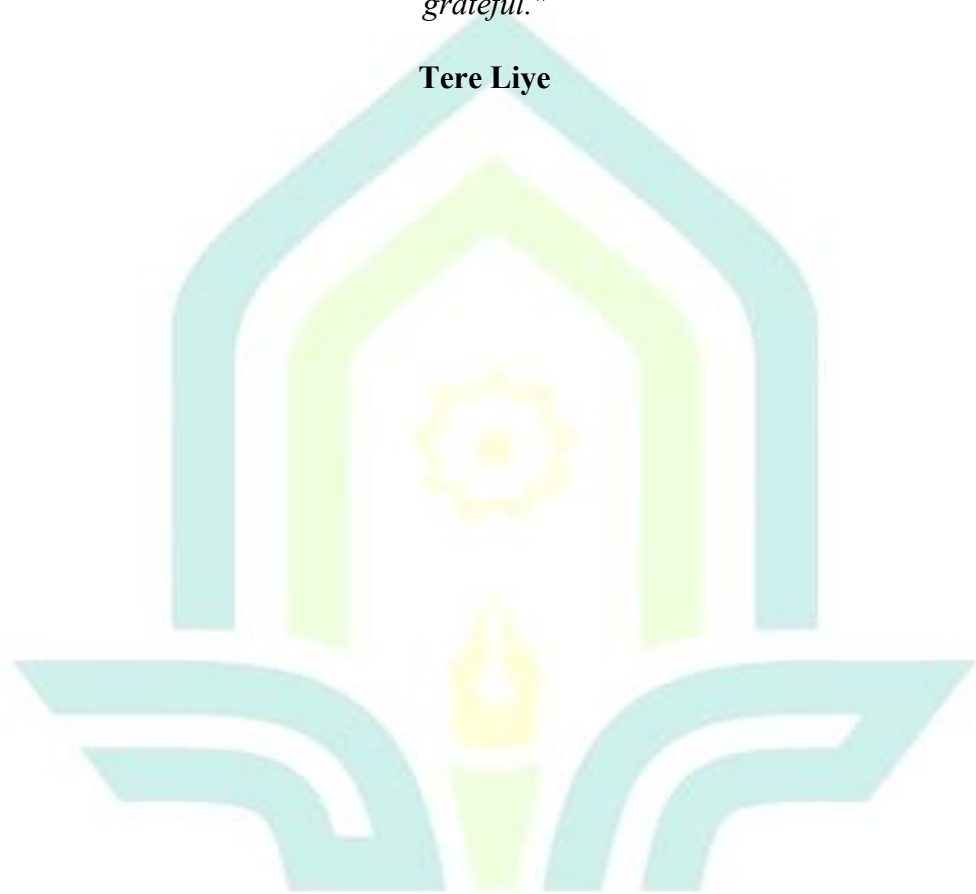
MOTTO

“Life is tough darlin’ but so are you”

Stephanie Bennett Henry

"Our lives are indeed imperfect. But we can make them complete by always being grateful."

Tere Liye



ABSTRAK

Keterampilan menyimak (listening) merupakan salah satu keterampilan bahasa yang paling menantang bagi mahasiswa. Meskipun penelitian sebelumnya telah menunjukkan manfaat film berbahasa Inggris dan Netflix dalam pembelajaran bahasa, masih sedikit penelitian yang mengeksplorasi pengalaman menyimak mahasiswa ketika menggunakan film berbahasa Inggris di Netflix untuk praktik extensive listening. Penelitian ini bertujuan untuk mengeksplorasi pengalaman mahasiswa dalam menggunakan film berbahasa Inggris di Netflix untuk praktik extensive listening. Penelitian ini menggunakan pendekatan kualitatif dengan desain narrative inquiry yang melibatkan tiga mahasiswa yang telah menempuh mata kuliah Extensive Listening dan secara rutin menonton film berbahasa Inggris di Netflix. Data dikumpulkan melalui listening log dan wawancara semi-terstruktur, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa mahasiswa memilih film berdasarkan minat dan genre favorit mereka, merefleksikan manfaat dan tantangan dalam menyimak bahasa Inggris autentik, mengembangkan pemahaman yang lebih baik melalui petunjuk konteks dan dukungan visual, serta menerapkan berbagai strategi seperti menggunakan subtitle, mengulang adegan, berfokus pada kata kunci, dan mencari makna kosakata yang tidak dikenal. Penelitian ini juga menemukan bahwa film berbahasa Inggris di Netflix memberikan pengalaman menyimak yang bermakna sehingga membantu mahasiswa menjadi lebih percaya diri dan lebih terlibat dalam kegiatan extensive listening. Temuan ini mengimplikasikan bahwa film berbahasa Inggris di Netflix dapat menjadi sumber belajar yang efektif untuk mendukung praktik extensive listening serta mendorong pembelajaran bahasa Inggris yang lebih mandiri dan menyenangkan.

Kata kunci: *Pengalaman Menyimak; Extensive Listening; Film Berbahasa Inggris; Netflix*

ABSTRACT

Listening is one of the most challenging skills for university students. Although previous studies have highlighted the benefits of English movies and Netflix for language learning, limited research has explored students' listening experiences when using English movies on Netflix for extensive listening practice. This study aimed to explore university students' experiences of using English movies on Netflix for extensive listening practice. A qualitative study with a narrative inquiry approach was conducted involving three university students who had completed an Extensive Listening course and regularly watched English movies on Netflix. Data were collected through listening logs and semi-structured interviews and analyzed using thematic analysis. The findings revealed that students selected movies based on their interests and preferred genres, reflected on both the benefits and challenges of listening to authentic English, developed a better understanding of listening through contextual clues and visual support, and employed various strategies such as using subtitles, replaying scenes, focusing on keywords, and searching for unfamiliar vocabulary. The study also found that English movies on Netflix provided meaningful listening experiences that helped students become more confident and engaged in extensive listening practice. These findings imply that English movies on Netflix can serve as valuable resources for supporting extensive listening practice and promoting more autonomous and enjoyable English language learning.

Keywords: Listening Experience; Extensive Listening; English Movies; Netflix

PREFACE

All praise is due to Allah SWT, who has bestowed His blessings, mercy, guidance, health, and strength upon the researcher so that this thesis entitled **“University Students’ Learning Experiences of Using English Movies on Netflix for Extensive Listening Practice”** can be completed. Peace and blessings be upon Prophet Muhammad SAW, his family, his companions, and his followers until the end of time. This thesis is submitted to the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, as a partial fulfillment 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, assistance, and encouragement from many individuals. Therefore, the researcher would like to express sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., as the Dean of the Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., as the Head of the English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan.
4. Fachri Ali, M.Pd., as the researcher’s thesis advisor, for his valuable guidance, suggestions, patience, support, and time throughout the completion of this thesis.
5. All lecturers and staff of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, for their knowledge, support, and assistance during the researcher’s academic journey.
6. My beloved family, especially my parents, for their endless love, prayers, encouragement, understanding, and unwavering support throughout my academic journey.
7. Myself, for remaining persistent, dedicated, and resilient throughout the process of completing this thesis despite various challenges and difficulties.

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9. Everyone who has contributed to and supported me throughout this journey, whether directly or indirectly. Although their names cannot be mentioned individually, their kindness, encouragement, assistance, and support have been greatly appreciated.

Finally, the researcher realizes that this thesis is not free from limitations. Therefore, constructive suggestions and criticism are highly appreciated. The researcher hopes that this thesis will be beneficial for readers and future researchers.

Pekalongan, 30 June 2026

The Researcher,

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening is one of the most important skills in language learning, yet it remains a significant challenge for many students worldwide (Alzamil, 2021). Difficulties such as fast speaking rates, varying accents, and unfamiliar vocabulary often hinder university students' ability to understand spoken language in authentic situations (Daulay, 2025). These challenges are particularly evident among university students who are required to comprehend lectures, participate in discussions, and engage with various English media in their academic lives. Such difficulties can lead to frustration, lower self-confidence, and limited participation in both academic and social communication (Capacio & Datugan, 2024). Therefore, understanding these difficulties is important so that university students can receive better support in improving their listening skills.

To address these persistent listening difficulties, extensive listening has been recommended as an effective approach for university students. Extensive listening refers to listening to large amounts of comprehensible and interesting input for general understanding and enjoyment rather than for accuracy or testing purposes (Kettongma, 2025). Through repeated exposure to natural spoken English, students can gradually develop listening fluency and gain confidence in processing authentic input. Research shows that extensive

listening supports autonomous learning and fosters a positive emotional atmosphere for language development (Tsang, 2023; Tiven & Nikijulw, 2025). This practice also aligns with Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input as a key factor in natural second language acquisition (Krashen, 1982).

Among preferred materials used in extensive listening, English movies, especially those accessible through digital platforms such as Netflix have become one of the most popular and valuable resources for university students. As part of extensive listening practice, movies provide authentic language exposure that includes everyday conversations, informal expressions, humor, and pragmatic nuances. They also offer visual and contextual support that help students infer meaning even when they do not understand every word (Koh, 2025). Furthermore, English movies allow university students to observe natural pronunciation, intonation, and interaction patterns, offering an immersive and enjoyable listening experience. Unlike traditional textbook recordings, movies expose learners to cultural references and non-verbal cues that enhance their ability to understand real-word communication (Omar & Razi, 2022).

The increasing popularity of Netflix has transformed how university students access English movies for language learning. As one of the most widely used streaming platforms, Netflix provides a vast library of authentic audiovisual materials across various genres, accents, and cultural contexts (Özbek, 2024). Its user-friendly features, such as subtitles in multiple

languages, playback speed control, and personalized recommendations, make it an ideal platform for autonomous extensive listening practice. Studies have reported that students who use Netflix for English learning feel more motivated and experience improved listening comprehension and vocabulary retention due to its accessibility and entertainment value (Kurniawan & Anwar, 2024). When students enjoy listening to authentic materials, they tend to engage more frequently, resulting in increased exposure to language input outside the classroom (Tsang, 2023).

In the Indonesian higher education context, university students, particularly those majoring in English Education, are expected to develop their listening skills through both classroom instruction and independent learning. The increasing accessibility of digital streaming platforms such as Netflix has provided students with opportunities to engage with authentic English input beyond the classroom. Netflix offers features such as English subtitles, playback controls, and a wide variety of English movies that support flexible and self-directed language learning (Dizon & Thanyawatpokin, 2021; Tiven & Nikijuluw, 2025). These features are also consistent with the principles of extensive listening, which emphasize meaningful, enjoyable, and learner-selected listening materials (Renandya & Farrell, 2011).

Despite these opportunities, using English movies on Netflix does not necessarily lead to effective extensive listening practice. Students may watch movies primarily for entertainment rather than intentionally developing their listening skills. They also encounter challenges such as fast speech, unfamiliar

vocabulary, slang expressions, different accents, and an overreliance on subtitles, which may limit their listening development (Maharani & Afifi, 2024; Vanderplank, 2016). Therefore, it is important to explore how university students experience using English movies on Netflix for extensive listening practice within the Indonesian higher education context.

Building on these issues observed in the Indonesian context, existing research still shows several limitations that warrant further attention. While many studies have examined the effectiveness of English movies in improving listening comprehension, motivation, or vocabulary gains (Alqahtani & Alhamami, 2024; Setyawan et al., 2022), little is known about how university students personally experience using English movies on Netflix as part of their extensive listening practice, particularly within the Indonesian higher education context. Previous studies rarely examine how learners make decisions during viewing, adjust subtitles, utilize platform features, or cope with challenges while engaging with movie-based listening. Moreover, no research to date has explored these aspects through a narrative inquiry approach, which provides deeper insight into learners' lived experiences, strategies, and meaning-making processes. This gap highlights the need for a study that captures the rich, personal experiences behind university students' use of Netflix for extensive listening.

A clearer understanding of these issues highlights the need to explore how university students actually experience using English movies on Netflix for extensive listening practice. While previous studies have demonstrated the

benefits of movie-based listening, limited attention has been given to how learners personally engage with Netflix, manage subtitles, utilize its features, and cope challenges during listening activities. By focusing on students' lived experiences, this study aims to provide deeper insight and offer practical implications for integrating Netflix more effectively into English language learning in the Indonesian higher education context.

1.2 Formulation of the Problem

Based on the background on this study, the formulation of the problem, in this research is presented as the following research question:

How do university students experience English movies on Netflix for extensive listening practice?

1.3 Aim of the Study

The aim of this study is to explore university students' experiences of using English movies on Netflix as a medium for extensive listening practice.

1.4 Operational Definitions

To avoid misunderstanding and to clarify the use of terms in this study, several key terms are defined operationally as follows:

1. University Students' Experience refers to how university students move through the experiential learning cycle, including concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984).

2. English Movies on Netflix refer to English-language movies available on Netflix that are used by the participants as materials for extensive listening practice. (Netflix, n.d.).
3. Extensive Listening Practice refers to listening to a large amount of authentic English input through movies for general understanding and enjoyment. (Renandya & Farrell, 2011).

1.5 Significances of the Study

1.5.1 Theoretical Significance

This research contributes to the development of **Kolb's (1984) Experiential Learning Theory** in the context of listening comprehension and extensive listening by providing insights into the use of English movies on Netflix as authentic materials for language learning.

1.5.2 Empirical Significance

The findings of this study offer empirical evidence of students' experiences in using English movies for extensive listening practice, which may reveal their perceptions, challenges, and learning strategies.

1.5.3 Practical Significance

The results are expected to be useful for students, teachers, and future researchers. Students may gain motivation to improve their listening skills; teachers can adopt authentic media in teaching; and future researchers may use this study as a reference for similar research.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

This study explored university students' experiences of using English movies on Netflix for extensive listening practice through the lens of Kolb's (1984) Experiential Learning Theory. The findings revealed that the participants' learning experiences followed the four stages of the experiential learning cycle. In the Concrete Experience stage, the participants selected English movies on Netflix based on their personal interests and preferred genres, such as action, fantasy, adventure, mystery, and animation. These self-selected movies provided enjoyable and meaningful listening experiences that encouraged active engagement in extensive listening practice. The participants also viewed Netflix as an accessible platform that offered a variety of content and features that supported their listening practice.

In the Reflective Observation, Abstract Conceptualization, and Active Experimentation stages, the participants reflected on both the benefits and challenges of listening to English movies, including the support of visual cues and the difficulties caused by fast speech, unfamiliar vocabulary, slang expressions, and different accents. Through these experiences, they developed a better understanding of effective listening practice, such as focusing on the main idea, using contextual clues, and

relying on visual information rather than attempting to understand every word. They also applied various listening strategies, including using English subtitles, replaying scenes, searching for unfamiliar vocabulary, and paying attention to keywords. Overall, the findings suggest that English movies on Netflix can provide authentic language exposure, promote learner autonomy, and support the development of listening skills through meaningful and enjoyable extensive listening experiences.

5.2 Recommendations

Based on the findings of this study, students are encouraged to use English movies on Netflix as a resource for extensive listening practice because the platform provides authentic language input and opportunities for independent learning. Students should select movies that match their interests and language proficiency levels to maintain motivation and engagement. In addition, they are encouraged to apply appropriate listening strategies, such as using English subtitles, focusing on the overall meaning, and utilizing contextual clues, to support their comprehension and listening development. English language educators may also consider integrating movie-based listening activities into their teaching practice to provide learners with more authentic and enjoyable listening experiences.

For future researchers, it is recommended to explore the use of other streaming platforms, audiovisual materials, or language-learning applications in extensive listening contexts. Future studies may also involve a larger number of participants from different educational settings to

provide broader insights into learners' experiences. In addition, researchers could investigate the relationship between extensive listening practice and specific language skills, such as vocabulary acquisition, pronunciation development, listening comprehension, or learner motivation, to further enrich the literature on technology-supported language learning.



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