

**IDLE THROUGH NETFLIX: THE POTRAIT
OF STUDENTS ENCOUNTER TO ENGLISH
LANGUAGE MOVIES IN DEVELOPING
THEIR VOCABULARY**

A THESIS

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



By :

RAFISAH
SN. 2520027

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

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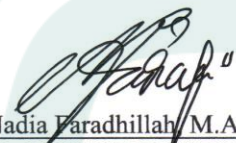
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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian Bapak/Ibu, saya sampaikan terimakasih.

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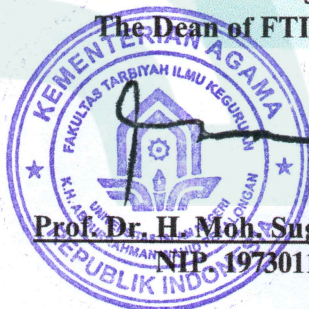
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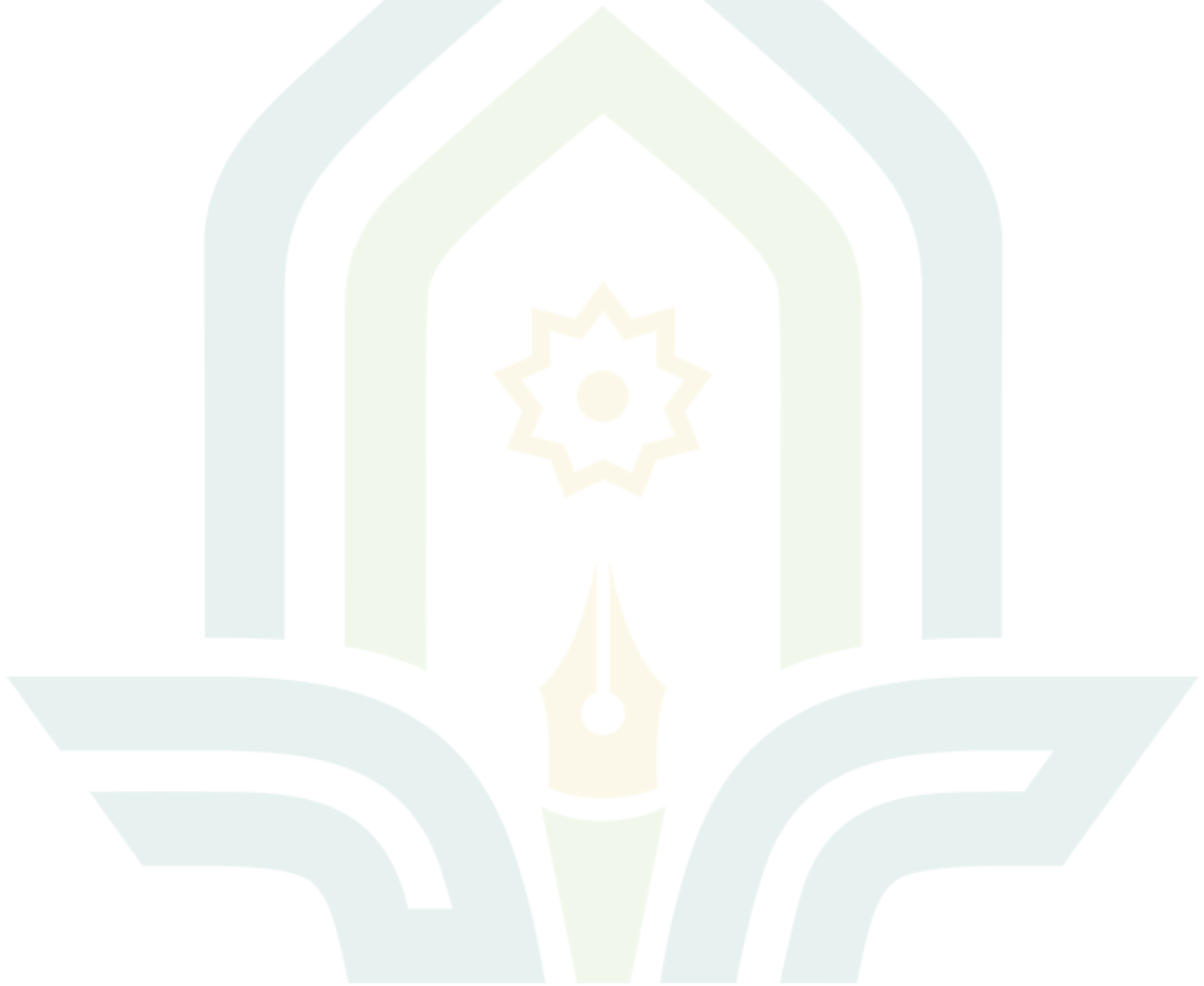
1. First, I would like to tell my endless gratitude to all of my family especially, my beloved mom Mrs. Wiyarsih, and my beloved sister Mega Lestari who always support and love me.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Nadia Faradhillah, M.A, Thank you for guiding me very well to complete my final assignment.
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6. Last, I want to thank myself very much for getting to this point so well. Thank you for not giving up, thank you for every step by step you took to get here. Everything matters, everything can be achieved

MOTTO

(QS. Asy-Syarh [94]: 5-6).

(٦) يُسْرًا مَعَ الْغُسْرِ إِنَّ (٥) يُسْرًا مَعَ فَانَّ

***“Maka sesungguhnya beserta kesulitan ada kemudahan,
sesungguhnya beserta kesulitan itu ada kemudahan.”***



ABSTRAK

Penelitian ini bertujuan untuk mengkaji siswa yang belajar bahasa Inggris melalui metode digital dengan pendekatan Informal Digital dengan strategi menonton film dengan Netflix. Peneliti akan fokus mempelajari potret perjumpaan siswa dan perkembangan kosakata ketika menonton film berbahasa Inggris di Netflix sebagai Informal Digital Learning of English (IDLE). Penelitian ini menggunakan metode kualitatif dengan peneliti menggunakan wawancara semi terstruktur dan refleksi diri untuk mengumpulkan data. Penelitian ini menemukan bahwa metode IDLE melalui Netflix tidak hanya efektif dalam meningkatkan penguasaan kosakata bahasa Inggris siswa, tetapi juga meningkatkan motivasi, keterlibatan, dan kenyamanan mereka dalam belajar bahasa. Hasil ini menunjukkan bahwa IDLE dapat menjadi pendekatan yang relevan dan efektif dalam pembelajaran bahasa Inggris di era digital saat ini.

Kata Kunci: *IDLE, Menonton Film, Perkembangan Kosakata.*

ABSTRACT

This research aims to examine students who learn English through digital methods with an Informal Digital approach with the strategy of watching movies with Netflix. Researcher will focus on studying portraits of student encounters and vocabulary development when watching English movies on Netflix as Informal Digital Learning of English (IDLE). This research uses qualitative methods with researchers using semi-structured interviews and self-reflection to collect data. The study found that the IDLE method via Netflix is not only effective in enhancing students' English vocabulary acquisition but also in increasing their motivation, engagement, and comfort in learning the language. These findings indicate that IDLE can be a relevant and effective approach to English language learning in the current digital era.

Keywords: *IDLE, Watching Movies, Vocabulary Development.*

PREFACE

Praise and deep gratitude to Allah SWT for the abundance of grace, and guidance of Him given to the writer that made this thesis can be completed properly. Greetings and salawat may always be devoted to the Prophet Muhammad SAW. The thesis entitled **“IDLE through Netflix: The Potrait of Student’s Encounter to English Language Movies in Developing Their Vocabulary”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for *Sarjana Pendidikan Degree*.

The author would like to say thank you profusely for all the help and support that has been given. In particular gratitudes that are due to:

1. Prof. Dr. H. Zaenal Mustakim, M. Ag. as Rector of UIN KH. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag. as Dean of The Faculty of Tarbiyah and Teacher Training
3. The head of English Eduation Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Ahmad Burhanuddin, M.A.
4. Mrs. Nadia Faradhillah, M.A. as my supervisor who has given me suggestion, guidance and time in writing this final project.
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The researcher acknowledges all limitations and shortcomings in the content and writing of this thesis. Therefore, constructive criticism

and suggestions from all parties are welcomed. It is hoped that the results of this research will provide benefits and contributions to the development of learning in the future.

Pekalongan, June 10th, 2024

The Writer



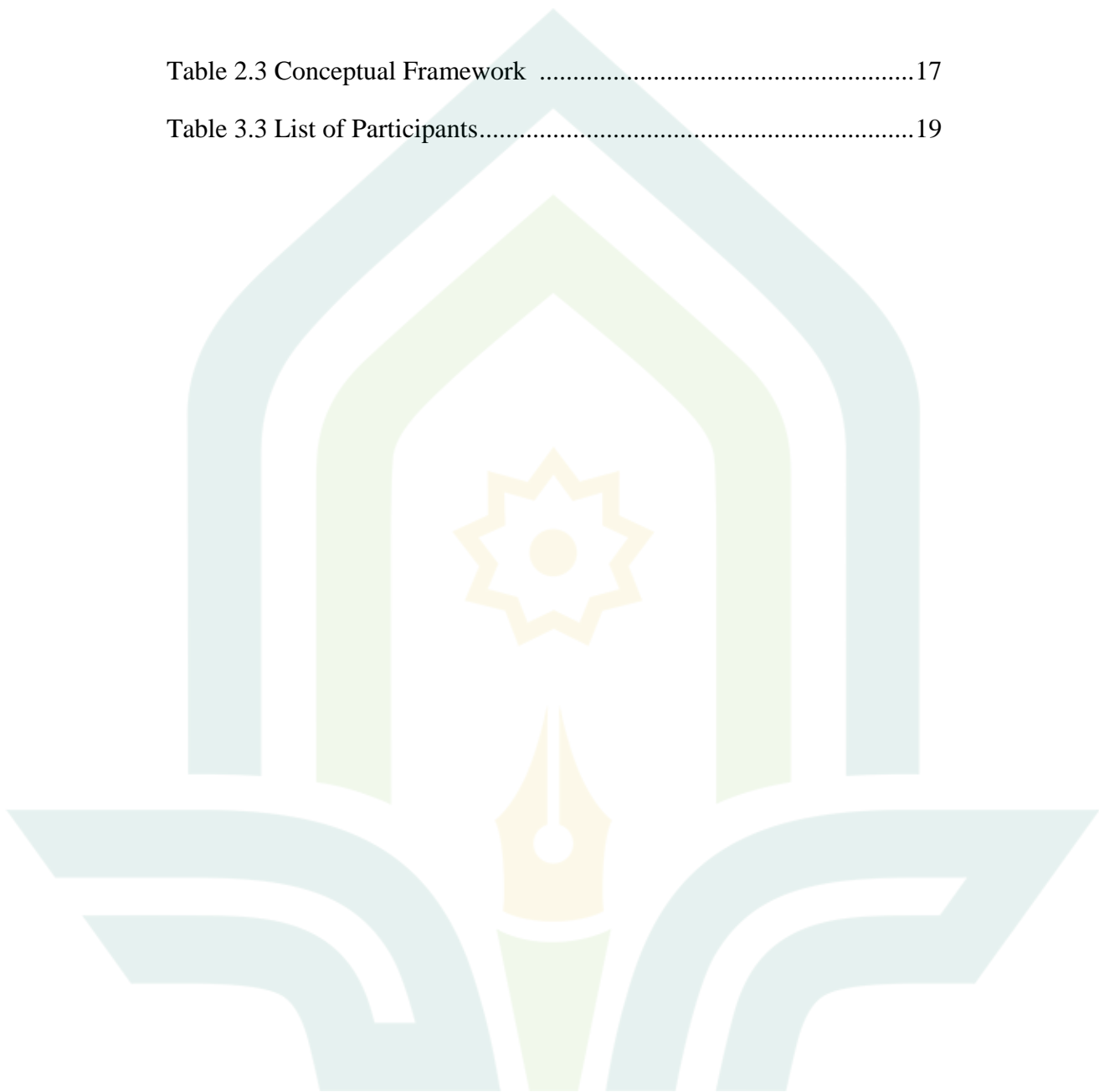
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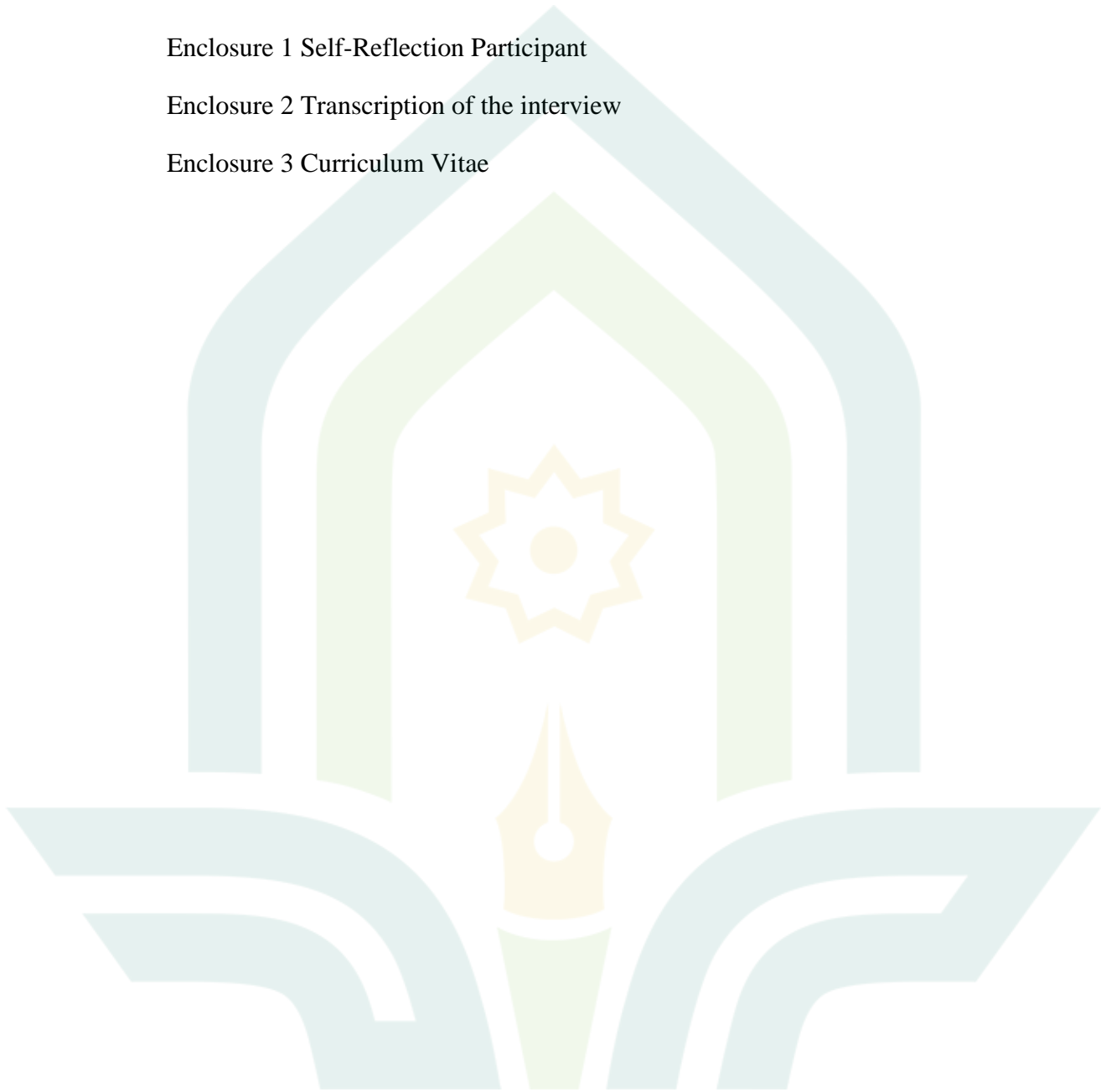


ENCLOSURE LIST

Enclosure 1 Self-Reflection Participant

Enclosure 2 Transcription of the interview

Enclosure 3 Curriculum Vitae



CHAPTER I

INTRODUCTION

1.1 Background

Effective English vocabulary learning is very important in the second language learning process because an extensive and accurate vocabulary is a strong foundation for good understanding and communication in the language. To speak well, correctly and politely, one needs to master a good and varied vocabulary (Zahro et.al, 2020). However, in a formal learning context which is limited by time and a compact curriculum, learning methods taught formally often do not give an optimal results an produce.

Learning methods taught formally in the classroom often focus on repeating lists of words or filling in vocabulary worksheets which some students consider boring and uninteresting. Carrying out the same learning activities continuously can cause boredom and reduce enthusiasm for learning (Susanti, 2020). Lack of variety and interaction in learning methods can result in students becoming bored and losing interest in learning English vocabulary. Apart from that, time constraints are also a factor that limits a deep understanding of vocabulary. The limitations of time in the learning process often prove insufficient to deepen students' understanding of vocabulary or to integrate and comprehend newly learned words.

Apart from that, vocabulary is an aspect of English that is often overlooked. The reason why vocabulary learning is often neglected is that the focus in learning English is often more focused on grammar and the other four aspects which are speaking, reading, listening and writing. In learning English, the first thing required is mastery of vocabulary to be able to express ideas, either in speaking or writing and to understand various kinds ideas in learning and reading (Wardah, 2022). Those four aspects are the pillars in communicating with other

people. Thus, lacking vocabulary in those aspects may result in difficulty communicating effectively.

The lack of encounter with new vocabulary is also a contributing factor. Many students have studied English in school within various academic contexts, yet often they do not apply it outside the classroom or in their daily lives. Insufficient support from the surrounding environment when learning English can involve a lack of opportunities to practice, a scarcity of encouragement or recognition for learning efforts, as well as limited access to resources or facilities that support English language learning (Zoubi, 2018). All these factors can make students feel less motivated or confident in developing their English language skills, especially in expanding their vocabulary.

Vocabulary plays a pivotal role in language acquisition, serving as a fundamental tool for effectively expressing thoughts and fostering clear communication and mutual understanding among individuals (Zahro et al., 2020). Mastering English vocabulary forms the cornerstone of language proficiency, enabling competence in speaking, reading, listening, and writing skills (Ilhami et al., 2019). Without a solid foundation in vocabulary, attaining fluency in these language skills becomes unattainable (Widyasari, 2017). Mastery of vocabulary underpins the comprehension of English, facilitating easier conveyance of spoken language and clearer written expression (Inayatul, 2013). Thus, it is evident that vocabulary acquisition is crucial in English learning, necessitating the implementation of appropriate and accurate learning approaches to achieve proficiency. IDLE (Informal Digital Learning of English) is a very relevant methods for overcoming time and quality limitations in developing vocabulary. A new form of pedagogical approach in learning knowledge and skills in this digital era is informal learning. Lee (2022) states this term as Informal Digital Learning of English (IDLE). Lee (2022) state in their research that IDLE is

described as self-directed, naturalistic, digital English language learning in a formless environment, outside the classroom, and independent of formal language programs. Lee (2022) state that the concept of Informal Digital Learning of English (IDLE) is independent learning using various digital devices, such as computers, smartphone, and with internet connection and particular application, for instance, Facebook, Instagram, WhatsApp, etc. and streaming platform. In addition, Lee (2022) stated that independent English learning activities are carried out in an environment outside the classroom, in informal digital learning, unstructured and not encouraged by formal teachers.

Watching movies is a valuable strategy for informal digital English learning, particularly in vocabulary development. Informal Digital Learning of English (IDLE) utilizes movies as effective educational tools, offering opportunities for vocabulary expansion and pronunciation practice. Subtitled movies, in particular, enhance reading and listening comprehension, word recognition, and vocabulary acquisition for students (Putu, 2015). Through watching English movies, learners familiarize themselves with the pace and intonation of native speakers, while gaining exposure to various topics and everyday situations, thereby improving their contextual understanding of vocabulary usage. Subtitles in movies serve as a valuable aid in understanding context and dialogue, making learning more engaging and effective (Bedareva et al., 2020). The combination of auditory, visual, and textual elements in subtitled videos provides authentic input for language learning (Itagaki et al., 2020). With the abundance of subtitled English movies available on online streaming platforms today, students have ample opportunities to engage in immersive language learning experiences.

One of the online streaming platforms providing such services is Netflix. It is created to offer users a source of entertainment. Recognized as one of the leading online video streaming services, Netflix has amassed a substantial user base

owing to its extensive collection of genuine content. (Dizon, 2016). Additionally, Netflix's featured video subtitles help users gain a understanding of the language used and the context of the video independently. The language features provided by Netflix can help English language learners, especially in developing vocabulary. Aksu-Ataç and Köprülü-Günay (2018) concur that film subtitles play a significant role in enhancing motivation for teaching and learning foreign languages. They argue that subtitles exert a positive influence, fostering language acquisition within informal contexts. Alm (2019) stated that encounter to learning through Netflix has a positive impact on student engagement because the quality of their learning experience varies according to the time and place they choose to watch. Therefore, researcher is interested to know the encounter of university students in Pekalongan in acquiring English vocabulary through movie media on the online streaming platform, namely Netflix, and want to know why watching English language movies through Netflix can develop students' vocabulary.

1.2 Identification of The Problems

Based on the background of the problem, the identification of the problem in this research is as follows:

1. Formal learning methods in the classroom are less than optimal, due to the lack of variety, interaction and sufficient time to explore vocabulary which may not be effective in attracting students' interest.
2. Vocabulary learning is often neglected compared to other aspects of English language learning such as grammar, speaking, reading, listening, and writing.
3. Lack of opportunities to practice English in everyday life can hinder vocabulary development. Without a strong vocabulary base, achieving fluency in speaking, reading, listening, and writing becomes a challenge.

1.3 Restricting the Problem

This research limits its attention to the acquisition and development of English vocabulary using informal digital learning methods (IDLE) as a solution to overcome time and quality limitations in vocabulary learning through films as a learning method using the Netflix Platform.

1.4 Formulation of The Problems

Based on background of the study, the researcher problem in this study are as follow:

1. How do student's encounter to learning English vocabulary informally through English-language movies on Netflix?
2. How English language movies on Netflix develop student's vocabulary?

1.5 Aims of The Study

The purpose of this research are as follows:

1. To understand how students actively engage in informal vocabulary learning while watching English-language films on Netflix.
2. To determine the extent to which English-language films on Netflix contribute to students' vocabulary development.

1.6 Significances of Research

The theoretical and practical benefits of this research are as follows:

1. Theoretically:

This research aims to enhance the concept and understanding of informal learning, particularly in the context of learning English outside the traditional classroom setting. It explores how encountering English vocabulary through film media can contribute to the development of language learning theories.

2. Practically:

The findings from this research can provide practical guidance so that students can be empowered to take an active role in their learning by utilizing resources such as English language films on Netflix. This can increase their learning

independence and motivation in encounter their English vocabulary. This research can open new alternatives in learning English vocabulary that are interesting and relevant to students' interests and study habits, which can increase the effectiveness of their learning.



CHAPTER V CONCLUSION

5.2 Summary of The Findings

The conclusion of this study highlights the significant role of Netflix as a tool for informal English language learning (IDLE) among university students. The key findings indicate that the accessibility, autonomy, and motivation provided by Netflix greatly support the language learning process. Netflix allows participants to access various film content and genres anytime and anywhere, offering high flexibility in learning. The autonomy in choosing content that aligns with personal interests enhances participants' engagement and motivation to learn, as they feel more connected to the material they are studying. The experience of watching films directly provides context and authenticity, enriching the understanding of the culture and nuances of the English language, thereby facilitating the learning of vocabulary and proper language usage.

Furthermore, Netflix helps lower the participants' affective filter, making them more relaxed and open to learning English. The use of subtitles becomes an important tool that helps participants understand the spelling and use of words in sentences, as well as strengthens their memory of new vocabulary. The experience-based learning offered by Netflix aligns well with the principles of constructivist theory, where participants actively build their knowledge through interaction with authentic and relevant content. These findings support previous research that shows the benefits of digital media in language learning, but this study specifically highlights the positive impact of Netflix as an IDLE tool.

5.2 Recommendation

In the section, the results of this study provide recommendations for English teachers and learners to utilize Netflix as an additional learning tool. Teachers can guide students to use Netflix effectively, while students can use it to independently enhance their vocabulary and cultural

understanding. Curriculum designers can also consider integrating digital media like Netflix into language learning programs, providing clear guidelines on how to use this tool to support the learning process.

This study has several limitations, including a limited number of participants and potential bias in participant selection. However, the strength of this research lies in its in-depth methodology and the richness of the data, which provide valuable insights into the use of Netflix in informal English language learning. For future research, it is recommended to involve a larger and more diverse sample and to conduct comparative studies with other digital platforms to gain a more comprehensive understanding of the impact of digital media on language acquisition.



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Enclosure 3: Curriculum Vitae

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