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The Effectiveness of Netflix Subtitles as a Learning Media for EFL Learners' Vocabulary: A Quasi-Experimental Study on EFL Learners

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ABSTRACT

Vocabulary is fundamental to learning English, especially for EFL (English as a Foreign Language) students. This study aims to test the effectiveness of using Netflix Subtitles as a medium for learning vocabulary. The method used was quasi-experimental with a pretest-posttest design, involving 66 students divided into experimental and control classes. Students in the experimental class received three treatments using Netflix Subtitles. The analysis showed that using Netflix Subtitles significantly improved students' vocabulary mastery (H0 rejected, Ha accepted). These findings indicate that Netflix Subtitles are an effective learning medium for improving EFL students' vocabulary. Further research is recommended to explore additional variables, such as gender differences or academic levels, to understand the impact of this media on a more diverse population.

Keywords: Vocabulary, EFL Learners, Netflix Subtitles

ABSTRAK

Kosakata merupakan hal mendasar dalam pembelajaran bahasa Inggris, terutama bagi siswa EFL (Bahasa Inggris sebagai Bahasa Asing). Penelitian ini bertujuan untuk menguji efektivitas penggunaan Netflix Subtitles sebagai media pembelajaran kosakata. Metode yang digunakan adalah quasi-eksperimental dengan desain pretest-posttest, yang melibatkan 66 siswa yang dibagi menjadi kelas eksperimen dan kelas kontrol. Siswa di kelas eksperimen menerima tiga perlakuan menggunakan Netflix Subtitles. Analisis menunjukkan bahwa penggunaan Netflix Subtitles secara signifikan meningkatkan penguasaan kosakata siswa (H0 ditolak, Ha diterima). Temuan ini menunjukkan bahwa Netflix Subtitles merupakan media pembelajaran yang efektif untuk meningkatkan kosakata siswa EFL. Penelitian lebih lanjut disarankan untuk mengeksplorasi variabel tambahan, seperti perbedaan gender atau tingkat akademis, untuk memahami dampak media ini pada populasi yang lebih beragam.

Kata-Kata Kunci: Kosakata, Pembelajar EFL, Subtitel Netflix

INTRODUCTION

A vocabulary is a group of words that comprise a particular language. Things, people, places, activities, thoughts, etc. are included in this list of words. Additionally, it addresses terms whose meanings vary based on the context in which they are employed. The vocabulary is made up of a variety of words that demonstrate a wide range of language usage and understanding. The student's vocabulary should be as extensive as possible to improve communication. Therefore, vocabulary is an essential component that must be known by foreign language learners (Ghalebi et al., 2020). By expanding vocabulary, students can improve their ability to communicate.

According to Simamora (2020), listening, speaking, reading, and writing skills likely improve in line with how students learn vocabulary. They all contribute to the growth of vocabulary. Students who are exposed to language frequently can learn new words and expand their vocabulary. Students that possess a broad and varied vocabulary are better able to comprehend texts, spoken language, and new languages. Students increased their grasp of language by using their existing vocabulary, which includes general vocabulary, specialized terms, phrases, and terminology related to a particular topic. As a result, students can communicate well in the language, more adept and securely while using it in a range of contexts and situations. From the discussion, we can say learning vocabulary is essential for learning a language. An effective understanding of listening, speaking, reading, and writing is aided by a strong vocabulary.

Learning vocabulary also has several benefits, including improved communication skills, academic performance, job promotion, and personal development. For example, in terms of communication skills, a person studying a language will lay the groundwork for efficient communication. The words used when conversing will be able to convey ideas. Moreover, when interacting with others, they can express their thought, ideas, feelings, and emotions more meaningfully. Therefore, to succeed academically, students with a boarder understanding of vocabulary can comprehend more challenging text, participate in conversations, and think critically. Students can be more careful in analyzing information and solving problems. As a result, learning new vocabulary can develop the capacity to speak logically and communicate perspectives specifically.

Additionally, strong vocabulary abilities can be highly regarded at work for job progression. Learning a new language helps one concisely and persuasively in both verbal (e.g., presentations and meetings) and written (e.g., emails and reports). Success at work is influenced by one's ability to communicate ideas and concepts. This ability can be obtained from learning new vocabulary. Last but not least, the benefit that will get while learning vocabulary is personal development. Increasing vocabulary can give fresh insights. This enables us to appreciate language's beauty and power to express ourselves more appropriately.

Despite the advantages of learning new vocabulary, there are several problems that teachers must overcome while teaching, such as low motivation, poor memory, irrelevant

English Edu: Journal of English Teaching and Learning

context, and inappropriate use. Some students require commitment and perseverance. If a student lacks motivation, the educator mueducator's learning habits to inspire a spirit of learning. Stimulating and maintaining vocabulary is a challenge for students, as it requires repetitive and consistent practice.

Another issue with language acquisition is the irrelevant learning context. An irrelevant context will make it difficult for students to connect emotionally to the words they are taught. This can reduce the interest of students' motivation to learn vocabulary. The last is the lack of practical use. Students will struggle to apply new vocabulary in daily life if they do not recognize the advantages and opportunities of employing it. As a result, they can easily forget the vocabulary they have acquired. Therefore, this thesis was created to solve the problem among the learners. Regarding a variety of media options that can be used to inspire students to learn more. One is through audio-visual, which can be obtained from the Netflix application. Netflix is an audio-visual platform that offers tens of thousands of shows for viewers of all ages. Because Netflix is accessible in almost one hundred ninety countries, it enables language learners worldwide to watch various international TV series and films (Alm, 2021). For EFL students, watching Netflix with subtitles may provide an exciting and relevant learning experience. According to the statement, the researcher believes that using Netflix English subtitles as a learning media for EFL learners can help students increase their vocabulary and prepare them to use English in daily conversation.

The researcher has identified relevant analyses from journals, articles, and theses in related research. The first is the research conducted by Ivana J. Damanik & Caroline V. Katemba (2021) under the title "Netflix as a Digital EFL Learning Aid for Vocabulary Improvement: College Student Perspective". This study used a questionnaire and a self-designed survey to examine 60 EFL students. A t-test was employed for data analysis. The study's result revealed that using Netflix English movies to learn new vocabulary gives students an exciting and effective approach to expanding their word knowledge. This method helps students enjoyably improve their vocabulary. The second is the research conducted by Burcu Turkmen (2020) under the title "Utilising Digital Media as a Second Language (L2) Support: A Case Study on Netflix with Translation Applications". This study employs a qualitative method, using questionnaires for data collection. A total of 150 students from Turkish universities participated in this study. The study's result revealed that this entertainment and leisure activity makes students happy, relaxed, and comfortable. They feel pleased to learn a new language.

The third is the research conducted by Dizon and Thanyawatpokin (2021) under the title "Language learning with Netflix: Exploring the effects of dual subtitles on vocabulary learning and listening comprehension". This study examined how dual subtitles help students learn vocabulary and improve listening skills. It involved 124 Japanese students and used ANCOVA for testing. The results showed that dual subtitles were effective for vocabulary learning, though slightly less effective than Japanese subtitles.

This study fills several gaps in previous studies. First, previous studies focused on university students, while this study involved 33 female junior high school students. This fills the gap regarding how Netflix subtitles affect vocabulary learning in a more specific age and

gender group. Second, previous studies generally used Netflix media without focusing on a particular type of movie. This study used the animated film The Secret Life of Pets, which has simple dialogues and attractive visuals and is suitable for vocabulary learning in EFL learners. Third, previous studies evaluated various aspects, such as learning comfort and listening comprehension, while this study only focused on the effectiveness of Netflix subtitles in improving vocabulary. This focus provides a more targeted analysis of students' vocabulary development. Fourth, this study uses a quantitative method with a quasi- experimental design and a pretest-posttest approach, which differs from previous studies using qualitative methods or ANCOVA analysis. This approach allows for a more systematic and measurable measurement of effectiveness. Thus, this study fills a gap that has not been widely explored in previous literature, especially regarding the use of Netflix subtitles in improving EFL students' vocabulary through a quantitative approach and a specific learning media.

LITERATURE REVIEW

Media

1. Definiton of Media

The term media refers to communication tools used to deliver information, messages, or content to a target audience. Information is transmitted through the media, which also affects perceptions, understanding, and interaction and facilitates communication. The digital media industry is continuously changing and offers many choices for people with specific interests, like those who like to watch TV shows and movies in their free time (Turkmen, 2020).

Media-based communication and learning can potentially engage larger audiences and deliver messages in more engaging ways. Due to the wide range of media options, we can select the one that best meets our objectives, target audience, and preferred communication environment. Netflix has seen significant growth in recent years. Series in multiple languages and countries offer substantial cultural and language learning benefits to all countries. (Turkmen, 2020).

Vocabulary

1. Definition of Vocabulary

Vocabulary is essential for effective communication because it forms the foundation for interaction. It is widely seen as the primary communication tool (Dakhi & Fitria, 2019; Jamalipour & Faharani, 2012). Vocabulary is a way for people to express their thoughts, ideas, and opinions, reflecting the workings of the human mind. Without students, they need an adequate vocabulary to understand others and express their thoughts. Vocabulary refers to the collection of words or linguistic constructions that a person is familiar with and employs in communication. It includes all the words, expressions, and phrases used for speaking, writing, listening, and reading. Developing reading skills, reading comprehension, and acquiring a new language are

English Edu: Journal of English Teaching and Learning

the benefits of learning vocabulary (Afzal, 2019; Tozcu&Coady, 2004). According to research, we need adequate vocabulary knowledge to meet the needs of spoken and written input vocabulary adequately.

Vocabulary learning is typically categorized into two types: receptive and productive. Receptive vocabulary includes the words that students can identify and comprehend within a given context, such as reading or listening. These words are often acquired passively through exposure to language in various forms, such as books, conversations, or media. Schmitt (2010) stated that receptive vocabulary tends to be larger than productive vocabulary because it requires less active recall and can be recognized in context without fully mastering it. On the other hand, productive vocabulary involves words that students can actively use in speaking or writing. It requires a deeper understanding, as students must be able to recall the word and apply it appropriately in various communication contexts. Nation (2001) notes that productive vocabulary is generally smaller than receptive vocabulary, which demands more cognitive resources for active recall and correct usage. Developing productive vocabulary is crucial for effective communication and is often emphasized in language learning programs to enhance learners' expressive abilities.

The ability to communicate clearly and fluently increases when a person learns vocabulary. Therefore, learning vocabulary is essential because it enables students to develop critical thinking skills and respond more efficiently, and how they solve problems. Vocabulary has been discussed and classified into several categories. Some are classified as active or passive vocabulary. (Gruneberg & Sykes, 1991; Susanto, 2017) The two types of vocabulary were explained. The first type is the vocabulary that students have learned and should be able to use. The second type includes words that students can recognize but might not be able to pronounce. Active vocabulary mainly refers to words a person can confidently employ in speaking and writing. In contrast, passive language refers to words that can be recognized and comprehended but are not actively used.

2. Techniques to Improve Vocabulary

Musa et al. (2022) explained that teachers should help students develop a strong desire to learn by arousing curiosity and interest. When curious, students were more motivated to learn, leading to better results. Teachers can make this happen by creating a learning environment that captures students' attention and keeps them engaged. There are some techniques for improving vocabulary; the first is learning to acquire new words. Students can learn new words in any way, like reading books, listening to music, and watching English-language television programs.

Learning to acquire new words is an essential skill for expanding vocabulary, and research has highlighted several techniques that facilitate this process. One effective method is learning vocabulary in context, which allows learners to see how words are used in real-life situations. Peters (2019) emphasizes that when learners encounter new words in meaningful contexts, such as reading or watching media, they are more likely to remember and use them correctly in their speech and writing.

Contextual learning helps connect new words to existing knowledge, making them easier to remember.

Furthermore, active engagement with words, such as using new vocabulary in speaking or writing, is essential. Schmitt (2014) suggests that actively producing language helps to strengthen vocabulary knowledge because learners must remember and use words in context, enhancing memory and comprehension. Engaging with new vocabulary in various ways, whether through conversation, writing exercises, or interactive activities, makes the acquisition process more dynamic and effective.

The second one is trying to memorize a new word that has been obtained. Memorizing new vocabulary is essential to language learning, especially for EFL learners. Several studies have shown that direct engagement with new words can improve memory. According to Nation (2013), vocabulary learning involves both receptive (recognition) and productive (recall) knowledge, where consistent exposure and interaction with words can improve memory. Another study by Webb and Nation (2017) emphasized the importance of encountering new vocabulary in various contexts to strengthen memory and facilitate long-term learning.

Repetition and active use of new words are essential strategies in vocabulary acquisition, making memorization an effective technique for EFL learners. For example, if a student encounters the word leash in the movie The Secret Life of Pets, a practical learning approach would involve recognizing the word in a scene of owners leashing their pets before going out. The student could then try to use the word in other contexts, such as writing, "I put my dog on a leash before going for a walk," or discussing the scene with a classmate. Students can also look for more examples of the word in different contexts, strengthening understanding through varied exposure and active use. This process helps the word become more memorable and part of the learner's active vocabulary.

The third one is to practice constantly. Repeating techniques help students to remember the vocabulary. Make a schedule for the studied words and allocate time daily or several times a week to practice and memorize for the study routine. Continuous vocabulary practice is essential for effective language acquisition, memory strengthening, and fluency. A study published in Language Learning (2016) emphasized that "repeated exposure to vocabulary in various contexts significantly improves memory and comprehension." This highlights the need for learners to engage with new words in various situations, which can deepen their understanding and ability to use vocabulary effectively.

Netflix Subtitles

1. Definition of Netflix Subtitles

The digital media sector continues to grow and provides a variety of possibilities for consumers with specific interests, as is the case with Netflix. Since 2016, Netflix has

English Edu: Journal of English Teaching and Learning

been available in 130 countries to offer global entertainment (Turkmen, 2020). In this case, the researcher used Netflix as audiovisual and Netflix subtitles as learning media. Netflix subtitles usually appear at the bottom of the screen in a legitimate style and are timed to match the music and video. They serve as a valuable tool for language learners, helping them develop their comprehension of the material overall and their listening and vocabulary abilities. Netflix can help with understanding for those with hearing issues or who watch in noisy settings where it could be challenging to hear the speech well. In this study, the researcher used English subtitles to determine how much students know about vocabulary.

2. Advantages and Disadvantages of Netflix Subtitles

Media has both advantages and disadvantages. If the good sides outweigh the bad, using media can be helpful. As a media tool for teaching English vocabulary, Netflix has some clear benefits. First, Contextual Learning: Netflix subtitles show vocabulary in context, helping students understand words through sentence use. Second, Audiovisual Support: Subtitles link spoken words with their written forms, assisting students to connect words to sounds and visuals. Third, Listening Comprehension Practice: Students improve listening skills by hearing and reading words simultaneously. Fourth, Self-Paced Learning: Netflix lets students pause, rewind, and replay scenes to understand the vocabulary fully. Lastly, Variety of Content: Netflix offers a wide range of genres, making learning fun and engaging by providing vocabulary related to students' interests.

However, there are also some drawbacks. First, Potential Distraction: Subtitles can distract students, especially those not used to reading while watching videos, which may reduce comprehension and enjoyment. Second, Lack of Personalization: Although Netflix lets users adjust subtitle options, they may not meet each student's specific learning needs, which could lead to a less practical learning experience.

3. Step to Use Netflix Subtitle as a Learning Media

There is a step in how educators use Netflix as a learning media for EFL students. The researcher will explain the steps. The first one is Content selection. The teacher must choose material that is appropriate for the student's abilities and relevant to the school curriculum. Second, in establishing learning objectives, the teacher sets specific goals for learning vocabulary, for example, learning some phrases, particular language, or general vocabulary. Third, watch using subtitles; students use English subtitles to understand the context and plot better. Fourth, take notes on subtitles. The teacher asks students to interact with the content they watch, such as taking notes on unfamiliar or intriguing words. Fifth, group discussion: After scanning, the teacher asked students to do a group discussion based on their watched content. Have students analyze and comprehend the terminology they previously wrote, then try to make sentences from the words. Sixth, play activities, creating play activities will increase students' enthusiasm for classroom learning. The teacher asks students to act as characters in movies they watch and speak using vocabulary they learned before. Seventh, in an Individual assignment, the teacher gives them homework relevant to the Netflix

content they watch. Students can rewrite the storyline of the content or retell the characters in the content. Eight, Feedback and evaluation, the teacher provides Feedback to students about their progress in learning vocabulary. Afterward, the teacher can give students evaluation methods such as written tests, conversations, and individual assignments.

English as a Foreign Language (EFL)

1. **Definition of English as a Foreign Language**

English as a Foreign Language (EFL) learners refer to individuals who are studying English in a setting where English is not the primary language of communication. These learners often face unique challenges in acquiring language skills due to limited exposure to authentic English usage outside the classroom (Dakhi & Fitria, 2019). EFL learners typically rely on formal education, language textbooks, and structured classroom activities to build their vocabulary, grammar, and communication abilities (Susanto, 2017). According to Dizon and Thanyawatpokin (2021), integrating multimedia resources, such as Netflix subtitles, can provide EFL learners with enhanced opportunities to develop their vocabulary and listening comprehension skills. Furthermore, Alm (2021) highlights that digital platforms enable learners to engage in contextual learning, which helps bridge the gap between theoretical knowledge and practical application. These insights emphasize the importance of incorporating innovative and engaging learning tools to support EFL learners in overcoming linguistic barriers and achieving language proficiency.

METHOD

This study uses a quantitative approach, namely a research method based on numerical data that can be calculated and analyzed statistically. This quantitative method is applied to investigate a problem by collecting and measuring relevant variables. The main focus of this study is the experimental method, which aims to test the hypothesis and explain the causal relationship between the independent variable (X) and the dependent variable (Y). In this case, the researcher adopted a quasi-experimental design. Sugiyono (2013) stated that quasi-experiments have two main designs: time series design and nonequivalent control group design. This quasi-experimental method is a form of development of true-experimental design.

This research was conducted in the even semester of the 2023/2024 academic year, precisely in May and June 2024. The research location was chosen based on the results of observations and initial experiments that the researcher had conducted for three months. These observations showed that students had difficulty learning English, especially vocabulary mastery. This difficulty is influenced by the learning method, which tends to focus on the material in the learning module. This study involved two variables, namely the independent variable (X) in the form of Netflix Subtitles and the dependent variable (Y), which measures the vocabulary mastery of EFL students.

English Edu: Journal of English Teaching and Learning

The subjects of this study were 8th-grade students at SMP Al Munawwariyyah, with two classes as samples, namely class 8J and 8K, each consisting of 33 students. Class 8J was the experimental class, while class 8K was the control class. The selection of class 8 was based on the results of observations with English teachers at the school, which revealed that learning media using Netflix Subtitles had never been applied before.

Data collection in this study was carried out through pre-tests and post-tests applied to both groups. Primary data was taken directly from student test results, while secondary data was obtained from additional sources such as books, journals, articles, official documents, and related literature. This secondary data was used to strengthen the analysis and interpretation of the research results. Thus, this study evaluated the effectiveness of using Netflix Subtitles as a learning medium in improving EFL students' vocabulary mastery.

RESULT

In this study, the researcher chose class 8J as the experimental class and class 8K as the control class, each class consisting of 33 female students from a large population of class 8 at SMP Al Munawwariyyah. In this activity, students were asked to work on the multiple-choice questions that had been provided. This pre-test activity was conducted on May 27, 2024.

The pre-test was given to both classes and had the same number of questions. In the experimental class, the treatment was applied by utilizing Netflix Subtitles as a learning medium to improve mastery of understanding. In contrast, the control class did not receive the treatment and was taught using conventional methods by the teacher. This pre-test aims to measure students' initial ability to understand vocabulary in the experimental class that uses Netflix Subtitles and compare it with the control class that does not use the media. The result of student pre-test and post-test Experimental class are presented in table 1:

Table 1 Result of Pre-Test and Post-Test Experimental Class

EXPERIMENTAL CLASS			
No.	Initial Name	Difference	
		Pre-test Score	Post-test Score
8J-01	ATR	80	92
8J-02	AK	68	92
8J-03	ADA	92	100
8J-04	AKN	76	92
8J-05	AR	88	100
8J-06	AIM	64	88
8J-07	AZR	88	96
8J-08	AZ	76	84
8J-09	AAM	92	100
8J-10	DAAA	80	92
8J-11	DGA	88	96
8J-12	DV	68	80
8J-13	FA	88	92
8J-14	FASN	80	96
8J-15	HHJ	64	88
8J-16	HM	88	92
8J-17	HMZ	88	100
8J-18	INY	76	92
8J-19	IH	80	92
8J-20	LMNF	80	96
8J-21	LCL	72	92
8J-22	LPA	76	88
8J-23	MS	76	84
8J-24	NZA	68	84
8J-25	NIZ	68	84
8J-26	NM	64	96
8J-27	NMI	72	88
8J-28	NNS	88	88
8J-29	SRW	76	92
8J-30	SFA	64	80
8J-31	SSNF	64	88
8J-32	SN	80	96
8J-33	TAH	76	92
Average		77.21212121	91.27272727

English Edu: Journal of English Teaching and Learning

After conducting a pre-test, treatment using Netflix Subtitles, and post-test, the researcher obtained the results of the pre-test and post-test scores in each class. The results showed that the average student score increased after treatment. There was a significant difference in student scores from the pre-test and post-test score tables in the experimental class. This can be seen from the increase in the average student score, reflecting better vocabulary mastery. The average post-test score reached 91.27, which shows that out of 33 students, all were proven to have experienced effective improvement.

Table 2 Descriptive Statistic of Pre-test Experimental Class

Pre-Test Experimental Class	
Mean	77.21212121
Standard Error	1.561708937
Median	76
Mode	76
Standard Deviation	8.971334822
Sample Variance	80.48484848
Kurtosis	-1.129602622
Skewness	0.019889968
Range	28
Minimum	64
Maximum	92
Sum	2548
Count	33

Table 2 showed that the experimental class had a mean pre-test score of 77.2, a median score of 76, and a standard deviation of 8.9. The table also indicates that Class 8J had 33 students, with scores ranging from 64 to 92. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the pre-test data for the experimental class is good.

Table 3 Descriptive Statistic of Post-test Experimental Class

Post-Test Experimental Class	
Mean	91.27272727
Standard Error	0.960658635
Median	92
Mode	92
Standard Deviation	5.518563713
Sample Variance	30.45454545
Kurtosis	-0.442365697
Skewness	-0.260686197
Range	20
Minimum	80
Maximum	100
Sum	3012
Count	33

Table 3 showed that the experimental class had a mean post-test score of 91.2, a median score of 92, and a standard deviation of 5.5. The table also indicates that Class 8J had 33 students, with scores ranging from 80 to 100. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the post-test data for the experimental class is good.

English Edu: Journal of English Teaching and Learning

Table 4 Result of Pre-Test and Post-Test Control Class

CONTROL CLASS			
No.	Initial Name	Difference	
		Pre-test Score	Post Test Score
8K-01	ANM	76	76
8K-02	AMMW	64	84
8K-03	AANK	76	88
8K-04	ASR	68	76
8K-05	APM	72	76
8K-06	AQ	76	92
8K-07	ASZ	72	88
8K-08	CEP	76	80
8K-09	FNA	68	76
8K-10	FAN	64	72
8K-11	FHH	76	92
8K-12	FA	68	80
8K-13	ISH	64	84
8K-14	IS	68	76
8K-15	JTM	72	88
8K-16	KZSA	64	76
8K-17	KNH	68	80
8K-18	MISR	64	84
8K-19	NFAM	64	76
8K-20	NPR	76	88
8K-21	NN	72	80
8K-22	NNU	64	76
8K-23	PCN	72	76
8K-24	RSA	80	92
8K-25	SNZ	76	88
8K-26	SPW	76	80
8K-27	STD	84	84
8K-28	S	72	80
8K-29	SRNF	76	88
8K-30	THW	76	84
8K-31	VM	60	76
8K-32	YA	72	76
8K-33	AA	68	76
Average		71.03030303	81.45454545

The table of pre-test and post-test scores in the control group shows variations in student performance. Based on the results, student scores improved. Specifically, the average pre-test score in the control class was 71, while the average post-test score increased to 81. These findings indicate that the average post-test score was higher than the average pre-test score.

Table 5 Descriptive Statistic of Pre-test Control Class

Pre-Test Control Class	
Mean	71.03030303
Standard Error	0.985198073
Median	72
Mode	76
Standard Deviation	5.65953205
Sample Variance	32.03030303
Kurtosis	-0.610173855
Skewness	0.035935011
Range	24
Minimum	60
Maximum	84
Sum	2344
Count	33

Table 5 showed that the experimental class had a mean pre-test score of 71, a median score of 72, and a standard deviation of 5.6. The table also indicates that Class 8K had 33 students, with scores ranging from 60 to 84. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the pre-test data for the experimental class is good. After assessing the pre-test scores in both classes, the researcher carried out treatment using Netflix Subtitles three times. Following the treatment, a post-test was conducted to see the differences in scores before and after the treatment.

English Edu: Journal of English Teaching and Learning

Table 6 Descriptive Statistic of Post-test Control Class

Post-Test Control Class	
Mean	81.45454545
Standard Error	1.012320793
Median	80
Mode	76
Standard Deviation	5.815340215
Sample Variance	33.81818182
Kurtosis	-1.095753751
Skewness	0.418177053
Range	20
Minimum	72
Maximum	92
Sum	2688
Count	33

Table 6 showed that the control class had a mean post-test score of 81.4, a median score of 80, and a standard deviation of 5.8. The table also indicates that Class 8K had 33 students, with scores ranging from 72 to 92. Given that the standard deviation is lower than the mean, it can be concluded that the quality of the post-test data for the experimental class is good.

In this study, a normality test was conducted to determine whether the data obtained were normally distributed or not. The normality test conducted in this study was the Lilliefors normality test, under the condition that the data was normally distributed. If L count ≤ L table, then the data was normally distributed with a significance level 0.05.

Picture 1 Normality Testing Pre-Test Eksperiment Class

Pre-test Experimental Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	64	-1.48724	0.068476	0.060606	0.00787
2	64	-1.48724	0.068476	0.060606	0.00787
3	66	-1.24306	0.106922	0.121212	0.01429
4	66	-1.24306	0.106922	0.121212	0.01429
5	68	-0.99889	0.158924	0.242424	0.0835
6	68	-0.99889	0.158924	0.242424	0.0835
7	68	-0.99889	0.158924	0.242424	0.0835
8	68	-0.99889	0.158924	0.242424	0.0835
9	70	-0.75472	0.225209	0.333333	0.108124
10	70	-0.75472	0.225209	0.333333	0.108124
11	70	-0.75472	0.225209	0.333333	0.108124
12	72	-0.51054	0.304835	0.424242	0.119407
13	72	-0.51054	0.304835	0.424242	0.119407
14	72	-0.51054	0.304835	0.424242	0.119407
15	76	-0.0222	0.491145	0.606061	0.114915
16	76	-0.0222	0.491145	0.606061	0.114915
17	76	-0.0222	0.491145	0.606061	0.114915
18	76	-0.0222	0.491145	0.606061	0.114915
19	76	-0.0222	0.491145	0.606061	0.114915
20	76	-0.0222	0.491145	0.606061	0.114915
21	80	0.466149	0.679446	0.787879	0.108433
22	80	0.466149	0.679446	0.787879	0.108433
23	80	0.466149	0.679446	0.787879	0.108433
24	80	0.466149	0.679446	0.787879	0.108433
25	80	0.466149	0.679446	0.787879	0.108433
26	80	0.466149	0.679446	0.787879	0.108433
27	84	0.954496	0.830084	0.818182	0.011902
28	88	1.442842	0.925468	0.939394	0.013926
29	88	1.442842	0.925468	0.939394	0.013926
30	88	1.442842	0.925468	0.939394	0.013926
31	88	1.442842	0.925468	0.939394	0.013926
32	92	1.931189	0.97327	1	0.02673
33	92	1.931189	0.97327	1	0.02673

Average	76.18182
Standart deviation	8.190904
L Count	0.119407
L Table	0.154233

Decision : Normally Distributed

Based on the normality data above, the pre-test results for the experimental class showed $0.119 < 0.154$, indicating that the pre-test values for the experimental class are normally distributed.

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Picture 2 Normality Testing Pre-Test Control Class

Pre-test Control Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	60	-1.97481	0.024145	0.030303	0.006158
2	62	-1.62255	0.052343	0.060606	0.008263
3	64	-1.27028	0.101992	0.212121	0.110129
4	64	-1.27028	0.101992	0.212121	0.110129
5	64	-1.27028	0.101992	0.212121	0.110129
6	64	-1.27028	0.101992	0.212121	0.110129
7	64	-1.27028	0.101992	0.212121	0.110129
8	68	-0.56576	0.28578	0.393939	0.10816
9	68	-0.56576	0.28578	0.393939	0.10816
10	68	-0.56576	0.28578	0.393939	0.10816
11	68	-0.56576	0.28578	0.393939	0.10816
12	68	-0.56576	0.28578	0.393939	0.10816
13	68	-0.56576	0.28578	0.393939	0.10816
14	70	-0.21349	0.415471	0.424242	0.008771
15	72	0.13877	0.555184	0.636364	0.081179
16	72	0.13877	0.555184	0.636364	0.081179
17	72	0.13877	0.555184	0.636364	0.081179
18	72	0.13877	0.555184	0.636364	0.081179
19	72	0.13877	0.555184	0.636364	0.081179
20	72	0.13877	0.555184	0.636364	0.081179
21	72	0.13877	0.555184	0.636364	0.081179
22	76	0.843297	0.800469	0.909091	0.108622
23	76	0.843297	0.800469	0.909091	0.108622
24	76	0.843297	0.800469	0.909091	0.108622
25	76	0.843297	0.800469	0.909091	0.108622
26	76	0.843297	0.800469	0.909091	0.108622
27	76	0.843297	0.800469	0.909091	0.108622
28	76	0.843297	0.800469	0.909091	0.108622
29	76	0.843297	0.800469	0.909091	0.108622
30	76	0.843297	0.800469	0.909091	0.108622
31	78	1.19556	0.884066	0.939394	0.055328
32	80	1.547823	0.939168	0.969697	0.030529
33	84	2.252349	0.98785	1	0.01215

Average	71.21212
Standart deviation	5.677574
L Count	0.110129
L Table	0.154233

Decision : Normally Distributed

Based on the normality data above, the pre-test results for the control class showed 0.110 < 0.154, indicating that the pre-test values for the control class are normally distributed.

Picture 3 Normality Testing Post-Test Experimental Class

Post Test Experimental Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	80	-2.0307	0.021143	0.060606	0.039463
2	80	-2.0307	0.021143	0.060606	0.039463
3	84	-1.30623	0.095736	0.181818	0.086082
4	84	-1.30623	0.095736	0.181818	0.086082
5	84	-1.30623	0.095736	0.181818	0.086082
6	84	-1.30623	0.095736	0.181818	0.086082
7	88	-0.58177	0.280361	0.363636	0.083275
8	88	-0.58177	0.280361	0.363636	0.083275
9	88	-0.58177	0.280361	0.363636	0.083275
10	88	-0.58177	0.280361	0.363636	0.083275
11	88	-0.58177	0.280361	0.363636	0.083275
12	88	-0.58177	0.280361	0.363636	0.083275
13	90	-0.21954	0.413117	0.393939	0.019177
14	92	0.142698	0.556736	0.69697	0.140234
15	92	0.142698	0.556736	0.69697	0.140234
16	92	0.142698	0.556736	0.69697	0.140234
17	92	0.142698	0.556736	0.69697	0.140234
18	92	0.142698	0.556736	0.69697	0.140234
19	92	0.142698	0.556736	0.69697	0.140234
20	92	0.142698	0.556736	0.69697	0.140234
21	92	0.142698	0.556736	0.69697	0.140234
22	92	0.142698	0.556736	0.69697	0.140234
23	92	0.142698	0.556736	0.69697	0.140234
24	96	0.867164	0.807074	0.878788	0.071714
25	96	0.867164	0.807074	0.878788	0.071714
26	96	0.867164	0.807074	0.878788	0.071714
27	96	0.867164	0.807074	0.878788	0.071714
28	96	0.867164	0.807074	0.878788	0.071714
29	96	0.867164	0.807074	0.878788	0.071714
30	100	1.59163	0.944266	1	0.055734
31	100	1.59163	0.944266	1	0.055734
32	100	1.59163	0.944266	1	0.055734
33	100	1.59163	0.944266	1	0.055734

Average	91.21212
Standart deviation	5.521309
L Count	0.140234
L Table	0.154233

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Based on the normality data above, the pre-test results for the experimental class showed 0.140 < 0.154, indicating that the pre-test values for the experimental class are normally distributed.

Picture 4 Normality Testing Post-Test Control Class

Post Test Control Class					
No.	x	z	F(z)	S(z)	F(z)-S(z)
1	72	-1.73361	0.041493	0.030303	0.01119
2	74	-1.38478	0.083061	0.121212	0.038152
3	74	-1.38478	0.083061	0.121212	0.038152
4	74	-1.38478	0.083061	0.121212	0.038152
5	76	-1.03594	0.150115	0.212121	0.062006
6	76	-1.03594	0.150115	0.212121	0.062006
7	76	-1.03594	0.150115	0.212121	0.062006
8	78	-0.6871	0.246009	0.333333	0.087324
9	78	-0.6871	0.246009	0.333333	0.087324
10	78	-0.6871	0.246009	0.333333	0.087324
11	78	-0.6871	0.246009	0.333333	0.087324
12	80	-0.33827	0.367581	0.545455	0.177873
13	80	-0.33827	0.367581	0.545455	0.177873
14	80	-0.33827	0.367581	0.545455	0.177873
15	80	-0.33827	0.367581	0.545455	0.177873
16	80	-0.33827	0.367581	0.545455	0.177873
17	80	-0.33827	0.367581	0.545455	0.177873
18	80	-0.33827	0.367581	0.545455	0.177873
19	84	0.359407	0.640355	0.69697	0.056615
20	84	0.359407	0.640355	0.69697	0.056615
21	84	0.359407	0.640355	0.69697	0.056615
22	84	0.359407	0.640355	0.69697	0.056615
23	84	0.359407	0.640355	0.69697	0.056615
24	86	0.708244	0.760603	0.757576	0.003027
25	86	0.708244	0.760603	0.757576	0.003027
26	88	1.057081	0.854763	0.878788	0.024025
27	88	1.057081	0.854763	0.878788	0.024025
28	88	1.057081	0.854763	0.878788	0.024025
29	88	1.057081	0.854763	0.878788	0.024025
30	90	1.405918	0.920126	0.909091	0.011035
31	92	1.754754	0.960349	1	0.039651
32	92	1.754754	0.960349	1	0.039651
33	92	1.754754	0.960349	1	0.039651

Average	81.93939
Standart deviation	5.733342
L Count	0.137787
Ltable	0.154233

Decision : Normally Distributed

Based on the normality data above, the pre-test results for the experimental class showed 0.137 < 0.154, indicating that the pre-test values for the experimental class are normally distributed.

From the last step, the researcher conducted data analysis, namely conducting a hypothesis test or t-test to determine whether there was a significant effect between the class given treatment using Netflix Subtitles and the class that did not implement it. The researcher used Microsoft Excel to conduct data analysis and obtained the results that can be seen in the image below:

Picture 5 Results Gain score Experimental class and control class

Experimental Class				Control Class			
No	PRE-TEST	POST TEST	GAINSCORE	No	PRE-TEST	POST TEST	GAINSCORE
8J-01	80	92	12	8K-01	76	76	0
8J-02	68	92	24	8K-02	64	84	20
8J-03	92	100	8	8K-03	76	88	12
8J-04	76	92	16	8K-04	68	76	8
8J-05	88	100	12	8K-05	72	76	4
8J-06	64	88	24	8K-06	76	92	16
8J-07	88	96	8	8K-07	72	88	16
8J-08	76	84	8	8K-08	76	80	4
8J-09	92	100	8	8K-09	68	76	8
8J-10	80	92	12	8K-10	64	72	8
8J-11	88	96	8	8K-11	76	92	16
8J-12	68	80	12	8K-12	68	80	16
8J-13	88	92	4	8K-13	64	84	20
8J-14	80	96	16	8K-14	68	76	8
8J-15	64	88	24	8K-15	72	88	16
8J-16	88	92	4	8K-16	64	76	12
8J-17	88	100	12	8K-17	68	80	12
8J-18	76	92	16	8K-18	64	84	20
8J-19	80	92	12	8K-19	64	76	12
8J-20	80	96	16	8K-20	76	88	12
8J-21	72	92	20	8K-21	72	80	8
8J-22	76	88	12	8K-22	64	76	12
8J-23	76	84	8	8K-23	72	76	4
8J-24	68	84	16	8K-24	80	92	12
8J-25	68	84	16	8K-25	76	88	12
8J-26	64	96	32	8K-26	76	80	16
8J-27	72	88	16	8K-27	84	84	0
8J-28	88	88	0	8K-28	72	80	8
8J-29	76	92	16	8K-29	76	88	12
8J-30	64	80	16	8K-30	76	84	8
8J-31	64	88	24	8K-31	60	76	16
8J-32	80	96	16	8K-32	72	76	4
8J-33	76	92	16	8K-33	68	76	8

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Picture 6 Hypothesis Testing

	gainscore experimental	*gainscore control*
Mean	15.03030303	10.72727273
Variance	12.28030303	3.204545455
Observations	33	33
Pooled Variance	12.74242424	
Hypothesized Mean Difference	0	
df	64	
t Stat	1.281710164	*T Count*
P(T<=t) one-tail	1.66106E-08	
t Critical one-tail	1.669013025	
P(T<=t) two-tail	3.32212E-08	
t Critical two-tail	1.997729654	*T Table*

The researcher used the t-test in Microsoft Excel to test the hypothesis for two samples with equal variances. If Sig. < 0.05 or T count < T table, H0 is rejected, indicating significant differences. In contrast, if Sig. > 0.05 or T count > T table, H0 is accepted, suggesting no significant difference. According to the results in the image above, the T count is 1.281710164, less than the T table at 1.997729654. Therefore, H0 is rejected, and Ha is accepted, concluding that using Netflix Subtitles as a learning media for vocabulary at SMP Al Munawwariyyah is effective, demonstrating significant changes between the conditions before and after the application.

DISCUSSION

This research was conducted at SMP Al Munawwariyyah Malang using a quasi-experimental quantitative method. This study used classes as samples: class 8J as the experimental class and class 8K as the control class, each class consisting of 33 students. The researcher used pre-tests and post-tests as data collection techniques in this study.

Before conducting the research, the researcher completed several steps, including validity and reliability tests. These tests were performed in a different class, specifically class 8L, separate from the experimental and control classes. The purpose of these tests was to assess the instrument's validity and reliability before the questions were used for the study's pre-test and post-test. The test consisted of 50 multiple-choice questions, administered in a single session with 33 students participating. The researcher used Microsoft Excel to analyze the data.

The pre-test was conducted before the implementation of Netflix Subtitles and continued with treatment and post-test. Data analysis was performed using Microsoft Excel on each class's pre-test and post-test scores to determine the difference in pre-test and post-test scores. The average pre-test score of the experimental class was 71.2, and the post-test of the experimental class was 91.2. The average score of the control class was pre-test 71 and post-test 81. The results of the normality test for the pre-test and post-test scores in the experimental class were 0.119 and 0.140, while the normality test for the pre-test and post-test scores in the control class was 0.110 and 0.137, which is greater than the sig 5% or 0.05, which is 0.154.

From the data above, all are typically distributed and can be continued for homogeneity analysis. The results of the homogeneity test of the experimental and control classes obtained a calculated f value of 1.460869 and an f table value of 1.804481 so that from the predetermined criteria, if the calculated f <f table, then the data is declared homogeneous. So, from the data above 1.460869 <1.804481, the data is declared homogeneous and can be continued to analyze the hypothesis. After the data is usually distributed and homogeneous, this study also analyzes the hypothesis using the t-test calculated using Microsoft Excel. The results of calculating the experimental and control gain scores with df 64 and t stat or calculated t 1.281 and t table 1.997. From the hypothesis result criteria, if the computed T <T table, reject H0 and accept Ha. In the results obtained, the calculated T value <T table is 1.281 <1.997, then H0 is rejected, and Ha is accepted. Thus, Netflix Subtitles are effective in EFL students' learning.

CONCLUSION

This study revealed that the experimental class that received the treatment significantly increased vocabulary knowledge and skills compared to the control class. Hypothesis testing at a significance level of α = 0.05 indicated that the t-value (t count) was 1.2817, while the critical t-value (t table) was 1.9977. Since the t count is smaller than the t table, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This shows that using Netflix subtitles as a learning medium effectively improves students' understanding and vocabulary. This approach encourages discussion and respect for different opinions, increasing students' confidence in sharing ideas. Netflix subtitles make learning fun and interesting, help reduce boredom, and encourage active participation. As a result, this study shows that using Netflix with subtitles is a suitable innovation to improve students' vocabulary learning. Furthermore, learning using Netflix Subtitles is stated to be effective in vocabulary learning for EFL Learners.

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