

**STUDENT'S PERCEPTION IN THE IMPACT OF NETFLIX STREAMING  
SERVICE IN IMPROVING STUDENT SPEAKING ABILITY: A CASE STUDY AT  
ENGLISH DEPARTMENT BATCH 2022 HASANUDDIN UNIVERSITY**



**A THESIS**

Submitted to the Faculty of Cultural Sciences Hasanuddin University

as Partial Requirements to Obtain Bachelor Degree in

English Literature Study Program

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**ENGLISH LITERATURE STUDY PROGRAM  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY  
2024**

# LEGITIMATION

## THESIS

### STUDENT'S PERCEPTION IN THE IMPACT OF NETFLIX STREAMING SERVICE IN IMPROVING STUDENT SPEAKING ABILITY: A CASE STUDY AT ENGLISH DEPARTMENT BATCH 2022 HASANUDDIN UNIVERSITY

BY

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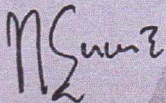
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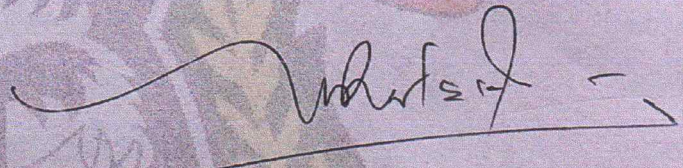
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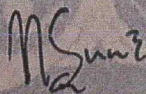
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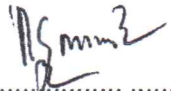
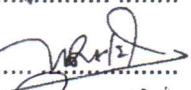


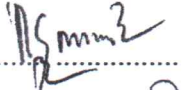
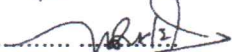
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**AGREEMENT**

On August 30, 2024, the Board of Thesis Examination has kindly approved a thesis by Ahyar Rosyidi (F041191030) entitled *Students Perceptions In The Impact Of Netflix Streaming Service In Improving Students Speaking Ability : A Case Study At English Department Batch 2022 Hasanuddin University* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, October 16<sup>th</sup> 2024

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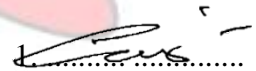
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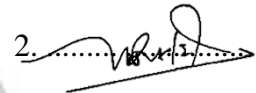
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## ABSTRACT

Ahyar Rosyidi. *Student's Perception in The Impact of Netflix Streaming Service in Improving Students Speaking Ability: A Case Study at English Department Batch 2022 Hasanuddin University* (supervised by Nasmillah and Marleiny Radjuni)

This study explores student's perception in the impact of using Netflix streaming service in improving aspects of English speaking skills, such as pronunciation, listening, fluency, and vocabulary usage. The participants in this study are 10 students from the English Literature Department at Hasanuddin University, Class of 2022, who use Netflix. The study employs a qualitative method with data collection techniques including interviews, questionnaires. The collected data are then analyzed and interpreted using qualitative approach. The findings indicate that English Literature students have a positive perception of Netflix streaming services in enhancing various aspects of their English speaking skills. The results show that Netflix usage has a direct impact on improving each aspect of their English speaking ability.

Keywords: Perception, Speaking, Aspect, Netflix, Student

## ABSTRAK

Ahyar Rosyidi, 2024, *Student's Perception in The Impact of Netflix Streaming Service on Improving Students Speaking Ability: A Case Study at English Department Batch 2022 Hasanuddin University* (supervised by Nasmillah and Marleiny Radjuni)

Penelitian ini mengeksplorasi persepsi mahasiswa terhadap dampak penggunaan layanan streaming Netflix terhadap peningkatan aspek-aspek dalam kemampuan berbicara Bahasa Inggris seperti kemampuan pengucapan, pendengaran, kelancaran, serta penggunaan kosakata yang beragam. Terdapat 10 mahasiswa jurusan Sastra Inggris Universitas Hasanuddin Angkatan 2022 yang menggunakan Netflix, sebagai partisipan dalam penelitian ini. Penelitian ini menggunakan metode kualitatif, dengan teknik pengumpulan data berupa wawancara dan kuisioner. Data yang diperoleh kemudian dianalisis dan diinterpretasikan menggunakan pendekatan kualitatif. Temuan penelitian ini mengidentifikasi bahwa mahasiswa jurusan Sastra Inggris memiliki persepsi positif terhadap layanan streaming Netflix dalam meningkatkan aspek-aspek kemampuan berbicara dalam Bahasa Inggris. Hasil penelitian menunjukkan bahwa penggunaan Netflix memiliki pengaruh langsung terhadap peningkatan aspek-aspek kemampuan berbicara Bahasa Inggris mereka.

Kata Kunci: Persepsi, Berbicara, Aspek, Netflix, Mahasiswa



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# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Making streaming services as a medium for learning English is increasingly popular because this kind of learning method is quite modern and exciting, compared to learning in class which seems formal and limited to the existing standard curriculum. The learning method by utilizing streaming services is interesting because students can more easily determine what kind of learning model they want. In autodidactic learning, students learn from what they watch and then apply it in their daily lives. This method is quite interesting because students can freely choose their learning focus, especially if we discuss the problem of learning English through streaming services. Students can easily determine what aspects they need to improve, whether their listening, speaking, or writing skills.

Incorporating digital technology has resulted fundamental changes in the approach to language learning. In the past, language laboratories, classroom interactions, and textbooks were the mainstay of language acquisition. However, a new era has arrived with the introduction of streaming services, which give students access to a dynamic and alternative medium for language exposure. The streaming service provides diverse linguistic diversity, cultural discovery, and real-world discussions through its vast library of films, episodes, and documentaries. This allows it to complement conventional language learning methods.

Many streaming service platforms are commonly used by most people, such as Netflix, Disney Plus, Vidio, Viu, Iflix and many other media. Streaming service services consist of many models; some can be used for free, and some even ask users to subscribe so that you can enjoy this platform. Of the many streaming services above, researchers chose Netflix as a medium to see the impact of using streaming services in helping improve students' speaking skills. Even though Netflix cannot be accessed for free, users must subscribe before being able



to do so. Netflix offers more features in it, such as content, which includes original content purchased by Netflix from the production side. Not only that, Netflix also offers various features. What's interesting is the recommendation feature with a strong algorithm that uses AI to analyze user behaviour and then provide recommendations to users that can make users get shows according to their viewing preferences. The extra video quality offered is also Netflix's attraction when compared to other platforms that have standard video quality. Netflix itself offers 4kVideo quality resolution, which is the resolution of the highest quality, which is only a small number of streaming services that are able to provide this feature for a relatively affordable class price. Netflix also offers prices for special users, such as students, which are more affordable than other packages. Netflix also provides a sharing mode that many devices can access and is much cheaper but has limited use.

Netflix also provides features that can help improve their English language skills, including quite a lot of language/subtitle features so that users can choose what language or subtitles they want to use when using Netflix. This feature is used by most Netflix users when learning languages. Foreign languages, especially English. This subtitle feature is quite complete when compared to several streaming services. Netflix provides subtitles in several languages, including English and many others. Therefore, they can freely determine what language feature they want. Netflix services are available in many countries throughout the world, providing access to global content with the option to watch in various languages. The category and genre features provided by Netflix make it easier for users to choose what genre they want to watch; this feature can also help students to choose what video genre they want, which they need, especially to improve their English skills.

Netflix also has a wide market reach, especially among students, because using Netflix is also quite easy and can be accessed via cell phones and PCs. The affordable price and attractive features attract users to choose Netflix as their streaming service. Speaking is the object of this

research because the researcher wants to see the impact of Netflix in improving students' English. Speaking is one of the interesting aspects that is raised because by raising the speaking aspect to be an object there are many things that can automatically be improved, such as listening skills and the ability to get lots of new vocabulary. Students' ability to process and sort content on Netflix is also an important aspect that can determine whether content from Netflix can have an influence on improving students' speaking skills. So far, researchers have seen that the content provided by Netflix is predominantly Western/Hollywood films that use English. Is this content really able to improve students' English skills, which is an attraction for conducting this research? The question is whether Watching content that uses English is also able to improve students' English language skills and whether Netflix, with all its features, has an impact on improving students' speaking skills; this is what researchers want to see in this study.

This research was carried out on 2022 English literature students who use the Netflix application daily for entertainment or learning. Moreover, Netflix media is very widely used among students, so researchers hypothesize that Netflix is possible as a learning medium for students. Of the many media used, Netflix is the main choice for students because Netflix has many advantages, as explained above. Therefore, researchers want to see how much Netflix helps students upgrade their skills. Using qualitative methods, researchers designed several questionnaires and interviews about whether or not Netflix can help students improve their English speaking skills.

## **B. Identification of Problems**

In this research, the researcher identified some problems in improving students' speaking abilities;



1. Students have difficulty determining what method to use to improve their speaking skills
2. An inability to manage the content that help students improve their speaking skills
3. The lack of students vocabulary
4. Students of English have difficulties understanding native speakers' pronunciations and accents due to the difference of words and sounding/pronouncing.

### **C. Scope of Problems**

1. The impact of using the Netflix Streaming Service to increase student's speaking abilities
2. The factor that motivates students to use the Netflix Streaming Service to improve their speaking ability

### **D. Research Questions**

1. How does Netflix streaming service affect the students speaking ability?
2. What are the factors that motivates students to use Netflix streaming service to improve their speaking ability?

### **E. Objectives of The Study**

1. To explain the impact of using the Netflix Streaming Service to increase student's speaking abilities
2. To examine factors that motivate students to use Netflix in improving their speaking ability.

### **F. Significance of The Study**

This study is expected to help many parties, especially students, related to the impact of using Netflix in improving student speaking skills. The researchers are confident that the study

will contribute to those who want to investigate future studies regarding to student's perception in the impact of Netflix streaming service in improving students' speaking ability. Furthermore, the study intends to determine whether the media Netflix impacts the enhancement of English language skills. The research is also expected to help the parties involved in the academic process, such as lecturers, students or researchers who want to discuss more about using Netflix to improve English skills.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Study**

There are several previous studies related to the impact of the Netflix streaming service in improving students' speaking ability:

According to Suci. (2021) "English Education Department Students" Perception Toward Netflix as Digital EFL Learning Aid on Listening and Speaking Skills". This study sought to understand how fifteen English education department students at UIN Maulana Malik Ibrahim Malang perceived the value of English-language Netflix series and films as a digital EFL learning tool for their speaking and listening abilities. The study employed a qualitative methodology with a case study emphasis. To gather data, the researcher used interviews, questionnaires, and documentation. They were then subjected to a qualitative method for analysis and interpretation. The results showed that students in the English education department had a favourable opinion of Netflix as a digital tool for EFL instruction. It was demonstrated that Netflix directly impacts pupils' listening and speaking comprehension in the English education department.

In another study conduct by Halawa, Sihombing, and Nasution,(2022).The influence of english movie in improving students' speaking skill,This study aimed to determine how students' speaking abilities and English movies related to one another. This study aims to examine how English-language films affect students' ability to talk. Pre-experimental research was used in this study as part of a quantitative methodology. Researchers used pre- and post-tests during implementation to gather data based on students' scores. In addition to supporting the study's findings, researchers collected data by distributing Likert scale questionnaires, which added quantitative information to the survey. Thirty students from SMP Negeri 2

Pematangsiantar's class IX-11b served as the research sample. Based on the study's findings, researchers may say that English films have positive effects.

Vachanaratna, (2022). A case study of learning english through a netflix movie, this study aims to discover what lessons Thai adults can gain from watching English-language films. It also aims to determine whether or not adults can better comprehend the content of these films when English subtitles are used. Four people joined the focus group research type used to perform the study. These individuals, between the ages of 25 and 25, were young adults who did not use the English language in their daily lives or while pursuing a bachelor's degree.

Furthermore, Burhan, (2022). Developing Students' Speaking Skills Through Storytelling Technique at 11th Grade of SMAN 3 ENREKANG. The initial goal of this study was to describe how storytelling can help students become more proficient speakers. The second was to clarify how the teacher and students felt about using narrative approaches to improve their oral communication abilities. The study's sample consisted of MIPA 2 class XI students. Random sampling was used to choose the sample. A qualitative research methodology was used for this study. In this study, the researcher conducted interviews, observations, and evaluations. Three meetings were needed to finish the observation: two for observation and one for evaluation and interview. Students' excitement to perform storytelling was evident in the evaluation meeting, which was more than in the first one. We can conclude that using storytelling strategies helped pupils develop their speaking skills.

In addition, Zuhriyah (2017), in her study entitled” Storytelling to Improve Students’ Speaking Skill”, According to her research, using storytelling in speaking classes encourages beginners to speak English. The primary goal of this cooperative classroom action study was to determine whether or not students' speaking abilities could be enhanced by storytelling. In the meantime, the precise goals were to describe the following: (1) the lecturer's activities, (2) the student's activities, and (3) the student's reactions when the speaking class used storytelling.

Twenty-three students from class N in the second semester of Hasyim Asy'ari University (UNHAS) Tebuireng Jombang's Intensive English Program served as the subjects during the 2016–17 academic year. The research data came from the speaking exam and the collaborators' observations. The outcome demonstrated that using narrative improved the pupils' speaking abilities. The results of the second speaking assessment cycle clarified why the pupils' speaking abilities improved so well. Their understanding, fluency, vocabulary, grammar, and pronunciation improved when told stories. It follows that narrative has the potential to enhance pupils' speaking abilities.

Researchers found several similarities between previous and current research, such as the theory used in research, methods and research objects. Meanwhile, the data obtained at an earlier research was obtained through several methods, such as questionnaires and interviews, whereas the current research uses the same method in data collection. In previous research, the researchers above took samples from different student backgrounds, as in the first study with a total of fifteen students at the English education department students at UIN Maulana Malik Ibrahim Malang, regarding their perceptions regarding the use of Netflix in improving their abilities, especially in their listening and speaking ability. In the second research, researchers used quantitative methods and gave pre- and post-test questionnaires to collect data. The sample of this research was 30 ninth-grade junior high school students. The third research used adults aged 25 years as participants. The research this study aims to discover what lessons Thai adults can gain from watching English-language films. The fourth study took research samples in eleventh-grade senior high schools; the researchers used qualitative methods and carried out observations, interviews and evaluations in data collection. The fifth research took a sample of 23 students from class N in the second semester of Hasyim Asy'ari University (UNHAS). The researchers collected data from the speaking exam and the collaborators' observations.

## **B. Theoretical Framework**

### **1. Speaking**

Speaking is one of the essential competencies in English subjects that students must master because speaking is very important in communicating. Speaking is a useful ability inextricably linked to other abilities, particularly listening. A speaker needs to be able to form meaningful sentences when speaking. When engaging in daily conversation, we may notice several things, including the speakers, listeners, and any messages or information being discussed. Vocabulary and speaking abilities are closely related as we always use the right words when speaking.

According to Nunan (1999), speaking is the ability to communicate ideas succinctly and effectively, report conduct, or describe things based on the conditions at hand. Speaking is an interactive process of meaning construction that includes the creation, reception, and processing of information, according to Brown (2001). Fulcher (2003) asserted that speaking is a skill acquired by socialisation during communication.

According to Harmer (2007:284), speaking is the capacity to communicate effectively and requires both the instantaneous processing of language and information and an understanding of its grammatical structures. According to the description given above, speaking is an interactive activity that allows us to share our thoughts, feelings, and arguments with others. It requires that we communicate clearly and fluently so that the other person can comprehend what we are saying. To put it another way, speaking is understood as an interactive process of meaning construction that entails information production and reception in order to achieve a certain goal for both the speaker and the listener.

### **2. Concept Of Speaking**

Speaking is the act of communicating verbally with another person in order to say something. This is the secret to changing information in daily interactions between people.



According to Tarigan (1990), speech is the capacity to communicate ideas or sentiments to other people by passing along composed phrases through sounds. Put differently, speech is a tool for communication as well as a technique for disseminating thoughts and viewpoints. To get to an understanding, both the speaker and the listener must comprehend one another. Speaking is more than just making sounds; it also entails planning sentences, using language appropriately, expressing ideas clearly, and following grammar rules. Moreover, according to Nunan (1995), students who actively participate in communication activities would have an easier time learning to speak a second language. According to Summers (2003), speaking is the act of expressing your thoughts or opinions or the means of expressing what you believe to be true. Furthermore, speaking facilitates understanding at the functional level, according to Valette (1983). Speaking is a language ability or a way of communicating with people by using words to convey concepts or information. This is a difficult language skill, requiring searching for concepts or information before properly organising them. In the words of Chaney (1998), speaking is creating and conveying meaning in various circumstances by utilising verbal and nonverbal signals. To improve pupils' oral production is the aim of speaking instruction. Classroom activities appear to be an important part of language courses, according to Richards (2005), who claimed that language instruction aims to give students communicative competence. As a result, when planning and directing these kinds of learning activities, teachers need to consider several factors. Understanding the elements or parts of speech is essential to learning to talk. Furthermore, speaking is one of the critical abilities in a young student's growth, according to Linse (2005). A key component of learning English as a second language is speaking. A conversation cannot occur successfully without speaking ability (Kayi, 2012). According to Darmuki, Andayani, Nurkamto, and Saddhono (2018), speaking is a talent that students need to learn because it is so important in the use of communication for various goals. Students who communicate effectively can share their knowledge with others and

convey their views and goals. According to Wallace and Larsen (1978), speaking is a skill that requires pupils' undivided attention. People will, therefore, be able to understand what pupils say when they can listen carefully. Speaking is one of the complex talents and is harder than other skills, according to Larsen-Freeman (2000). However, speaking comes easily to us in practice. Hurlock (1998) asserts that communication is the underlying goal of speaking since it is the primary means of efficiently communicating ideas to others. Hurlock goes on to stress that speaking is a combination of verbal and mental processes, including listening to and digesting spoken information. After defining speaking and identifying its fundamental elements, a great deal of research has been done on improving speaking abilities. Speaking English fluently involves a number of skills, such as vocabulary, collocations, and pronunciation. Tam's study highlights how important it is to encounter circumstances promoting language development. The regularity of these interactions is important for improving fluency, which is advantageous for both English language learners and native speakers. Fluency and competency in the language are developed with each contact.

"Understanding is the stage where one understands the meaning of written or spoken language," according to Richards (1985). Stated differently, the comprehension of language as a means of communication among two or more individuals. Additionally, students must be able to work with structures and communicate using proper grammar (Heaton, 2004). As a result, students ought to actively engage in the teaching and learning process, particularly when it comes to speaking. Students will become familiar with the utterances used through speaking. Accurately and smoothly speaking English is usually a challenging goal while studying a foreign language. Students can benefit from it. Furthermore, vocabulary is a part of speech, according to Hettrakul (1995). Speaking abilities also include proper pronunciation. This emphasises how the listener perceives the speaker's voice (Richards, Platt & Weber, 1985). The capacity to speak a language effortlessly, efficiently, and fluently is known as fluency.

Seeing movies can help you speak English more fluently and effectively.<sup>9</sup> Katchen (2003) found that watching movies encourages viewers to acquire opinions about the subject they have watched. Conversations in the English language are encouraged, and this interaction facilitates debates. Lynch (2006) conducted several studies describing the causes and mechanisms that make movies an effective teaching medium. He condensed his research into five main ideas that explain why watching movies is a useful tool for learning a language:

- 1) Actors with various accents are frequently featured in movies, acquainting the audience with them and possibly motivating them to mimic them.
- 2) Movies give viewers a glimpse into many cultures, raising their awareness and motivating them to pick up a language.
- 3) A particular civilisation's history can be depicted, providing background knowledge on the culture and language.
- 4) Movies blend aural and visual components to present the unfamiliar with the familiar, which is a tried-and-true method of education.
- 5) The cycle is repeated when viewers are motivated to watch additional movies. Pratiwi (2010) sought to explore further how movies can help people pronounce words more accurately after Lynch. Her research led her to the most significant conclusion: kids were better at identifying language patterns from film and establishing a sense of familiarity with foreign sounds.

Researchers can conclude that speaking is the capacity to verbally communicate one's beliefs, ideas, thoughts, and knowledge with others based on some of the viewpoints above.

### 3. Types of Speaking Skills

One functional ability that may be immediately and experimentally observed is speaking. Speaking is one of the two helpful language-teaching skills. Six types of speaking skill areas are described by Brown (2004) as a process of creating and sharing meaning via the use of verbal or spoken form. The following are those six categories:

- a. Imitative, Copycat: The ability to practice intonation and concentrate on certain language form aspects fall under this category. That is merely a word, phrase, or sentence imitation. Here, it's crucial to focus on pronunciation. Drilling is a tool teachers use to aid in their students' learning. The rationale is that drilling gives pupils the chance to listen and repeat some words aloud.
- b. Intense In this speaking exercise, the students are honing their phonological and grammatical skills. Students typically complete tasks in pairs (group work), such as reading passages that comprise paragraphs aloud, turning over dialogue with a partner, and reading data from charts, among other activities.
- c. Responsive Performance involves contact and text comprehension, but only to the extent of brief conversations, polite greetings, straightforward requests, and remarks. This quick response provides instructions and guidance in response to queries or comments posed by the teacher or students. These responses are typically adequate and insightful.
- d. Conversational (transactional) It is done to transmit or exchange particular information. This exchange, for instance, was conducted in pairs.
  - a. Interpersonal (dialogue): It is conducted primarily to keep social connections rather than disseminate knowledge. Interpersonal speaking performances can take the following forms: role-playing, games, interviews, and discussions.



- b. Extensive (monologue): The teacher uses oral reports, summaries, storytelling, and brief speeches to give the students lengthy monologues. The hypothesis above leads to the conclusion that a few factors need to be taken into account while evaluating speaking. For the most part, the pupils must be familiar with the pronunciation, vocabulary, and language functions they will be using. The kids can use the language appropriately once prepared and ready for the task.

The elements of effective speech In speaking, there are three components, according to Vanderkevent (1990):

- a. The speaker: The persons who create sound are known as speakers. They are helpful as a means of communicating thoughts or emotions to the listener. Thus, the opinion, sentiment, or feeling won't be expressed without speakers.
- b. The listeners: Those who hear or understand the speaker's viewpoint or emotion are known as listeners. In the event that no one is listening, speakers will write down their opinions.
- c. The utterances: The speakers create the words or sentences known as utterances to express their opinions. The listeners and the speakers will utilise signs if there is no utterance.

#### **4. Elements of speaking**

Wipf (1998) identified five speaking skills: comprehension, grammar, vocabulary, fluency, and pronunciation.

The elements of effective speech In speaking, there are three components, according to Vanderkevent (1990):

- a. The Presenters, The persons who create sound are known as speakers. They are helpful as a means of communicating thoughts or emotions to the listener. Thus, the opinion, sentiment, or feeling won't be expressed without speakers.
- b. The Audience, Those who hear or understand the speaker's viewpoint or emotion are known as listeners. If no one is listening, speakers will write down their opinions.
- c. The Statements, The speakers create words or sentences known as utterances to express their opinions. Both the listeners and the speakers will utilise signs if there is no utterance. According to Harris (1974), speaking ability consists of five parts:
  - a) Understanding It is undoubtedly necessary for a person to both start and reply to speech in oral communication.
  - b) grammar: Students must be able to compose a proper sentence when speaking. It is in line with the explanation offered by Heaton (1978: 5) that students' capacity to alter the structure and to recognise acceptable grammatical form inappropriateness. Grammar is useful for learning to become proficient in a language orally and in writing.
  - c) Vocabulary: Vocabulary refers to the proper language employed in speech. One cannot properly communicate or convey their views in writing or orally without a large vocabulary. Another obstacle that keeps language learners from acquiring a language is having a small vocabulary. Nothing can be communicated without language, and very little can be communicated without grammar. Thus, the researcher concluded that English learners could not write or speak English correctly if they did not thoroughly understand vocabulary.
  - d) pronunciation: When pupils talk, they can produce clearer language by using proper pronunciation. It deals with the phonological process, which is the part of grammar consisting of the constituents and principles that establish the patterns and variations in

sounds in a language. Pronunciation has two components: suprasegmental characteristics and phonemes. The researcher deduced from the remark above that pronunciation is the study of how words in a certain language are formed clearly when individuals speak. Pronunciation is essential when communicating to facilitate understanding of the other person.

- e) fluency: The capacity to read, speak, or write with ease, fluidity, and expression is known as fluency. Put differently, the speaker is able to relate meaning and context while reading, understanding, and responding clearly and succinctly. The capacity to talk clearly and smoothly is known as fluency. For many language learners, speaking fluently is the ultimate goal. Fluency is demonstrated by speaking moderately and with few stops and "us" or "ers." These cues suggest that the speaker hasn't made much effort to find the words necessary to convey the meaning. Based on the concepts above, the investigator deduced that fluency is an additional crucial element. Fluency is known as the capacity to talk clearly and smoothly while minimising the usage of pauses such as "us" and "ers," among other expressions.

## **5. Streaming service**

A streaming service is an online platform that enables users to instantly access and enjoy various audio and video content through the internet. It eliminates the need to download files, offering a seamless experience for watching movies and TV shows, listening to music, and exploring other forms of entertainment. Users can stream content in real-time, providing on-demand access to diverse material. Streaming services often offer a vast content library, allowing users to choose from different genres, languages, and formats. This digital distribution method has become increasingly popular for its convenience and flexibility, allowing individuals to consume their favourite media without the constraints of traditional downloading.

Streaming is one of the most common ways to distribute and receive mass media via the Internet. It entails dividing data packets into multiple smaller data packets, which the user's program uses to play streaming video and then reconstructs back into the original file. Streaming media is more efficient than downloading media because only a little piece of the file is duplicated and discarded to create room for the next portion after it is eaten. But without codecs, streaming high-quality media would need a staggering amount of bandwidth.

There are two types of codecs: lossless and lossy. While lossless codecs preserve more of a file's original formatting but produce higher file sizes, lossy codecs remove redundant information to minimise transmitted file size. By loading a few seconds of the material ahead of time, a technique known as buffering, streaming media players help users avoid having their audio or video interrupted by a sluggish or irregular Internet connection.

In the 1990s, a few low-key, experimental live broadcasts marked the beginning of media streaming. RealAudio Player, which RealNetworks released in 1995 and attracted 215 million users by the year 2000, helped popularise streaming media. Adaptive bitrate streaming was made possible by the industry's adoption of HTTP in place of proprietary protocols (ABR). The International Organization for Standardization (ISO) and more than fifty firms collaborated to create MPEG-DASH, a standard protocol that may be used with any other protocol, between 2010 and 2012.

Disney+ started the "streaming wars" in 2019, pushing businesses to set themselves apart by snagging hit TV shows and movies and releasing original, in-house content. Following lifting COVID-19 restrictions, video-streaming providers redirected their attention from acquiring market share to optimising value extraction from their current client bases.

Among the many advancements are online video streaming services. According to Syahrin and Dharmawan (2022), in order to properly experience the music and graphics on everyone's



screens, a sophisticated lifestyle is required for today's rapidly developing movie streaming services. In this case, watching movies is a popular choice because access is easy. According to Fatihah et al. (2022), movies are made with the goal of educating audiences more about the English language in addition to being a source of entertainment. The ease of flipping between audio to listen to the actors' pronunciations only and subtitles for the relevant source or foreign language is another feature offered by developers of learning-through-movie apps (Syahrin & Dharmawan, 2022). Thus, movies may be a good option for educational materials. Munawwaroh (2022) asserts that using movies as an English learning resource provides students with background material that activates prior knowledge, essential for developing the four language talents. There are numerous variations in preferences for movie platform providers on Internet channels (Primasari, 2021). The media has praised Netflix, one of the most well-known international video streaming services, as a revolutionary tool for language learning (Alm, 2021). Netflix is well-liked by people who want to unwind after a long day and children who want to learn a foreign language (Syahrin & Dharmawan, 2022). Because Netflix is primarily a movie streaming service, users tend to associate it with leisure viewing rather than utilising it to learn a second language (Fatihah et al., 2022).

## **6. Netflix**

Popular TV shows are available on Netflix, an internet streaming service, in whole seasons. In 1997, Netflix started as a mail-order DVD rental service. Today, with over 109 million customers in 190 countries, it leads the subscription VOD market (Netflix, 2017). Not only does Netflix have the most members globally, but it also invests the most in original programming. According to Molla (2017), who cited data from JPMorgan, Netflix will invest \$6 billion in original content creation in 2017. According to a citation from hbr.org, Netflix's focus on original content and rapid growth into 190 countries have produced series in several languages, including Mandarin, Spanish, Japanese, German, and Russian, which may make it

a useful tool for language learners. Some Netflix episodes have a strong visual appeal, which is essential for drawing viewers into the narrative and turning it into an extremely motivating tool for language learning. As an on-demand service that is available everywhere, Netflix has elevated the television viewing experience, claims Janner (2018). Netflix subscribers can watch 12 original foreign-language television shows and movies in their native (L1) or target (EFL) language dubbing. Furthermore, Netflix is now more accessible to beginning students thanks to the L1/EFL subtitles. Due to the cognitive load required for beginning learners to comprehend L2 videos, it is crucial (Sydorenko, 2010). According to Fatimah et al. (2022), Netflix movies with subtitles may be very beneficial for learning general language skills like diction, pronunciation, vocabulary, and grammar. They can also help one become aware of their cultural heritage and absorb useful phrases, slang, and idiomatic expressions. Suci and Malik (2021) found that Netflix, which provides English-language films, can also be utilised as a teaching framework for learning advanced languages that need a lot of speaking and listening. Furthermore, they discovered that Netflix viewing can directly impact pupils' mastery of speaking abilities. One of the most important skills children should learn when learning a language are speaking, listening, reading, and writing (Rasyid, 2016). According to Munawwaroh (2022), a person's level of English proficiency is crucial in deciding whether or not they succeed in learning the language. Speaking ability is crucial for language learning and comprehension, claim Rahmawati et al. (2018). Speaking is the most important skill in English, since compared to other abilities, it impacts language learning achievement the most. It is imperative to build speaking talents because speaking is the most important aspect of learning English. A range of media can be used to support speaking instruction. Parmawati and Inayah (2019) claim that watching English-language films can help with the process of learning to speak. Primary (2021) provided evidence that students might enhance their speaking skills, namely fluency, by watching movies or online videos. In order to connect the films to the

student's speaking abilities, the researcher watched movies that the students are probably familiar with on Netflix. Several research studies demonstrate how watching movies can improve speech abilities. The author felt the necessity to conduct further research and inquiry into how students view the Netflix application in order to improve students' speaking abilities.

There are some options that Netflix viewers can choose to watch a film in their native language or with target language subtitles. So, we can conclude that Netflix is an attractive medium for language learning contexts.