CHAPTER I
INTRODUCTION

1.1 Background of the Study

The rapid advancement of technology has transformed various aspects of education, including language learning methodologies (I. J. Damanik & Katemba, 2022). The style of communication, education, and learning is changing as the internet takes the lead as a primary information source. Technology plays an important role in the variation of learning methodologies (Çalışkan, 2019). It gives students access to essential resources that support cooperative learning and presents engaging options for experimenting to improve language proficiency.

People nowadays use technology to increase the sources of learning and teaching for academic needs. Modern technology allows for faster and more efficient improvements, and upgrades, and expands more conventional language learning resources. Those aspects are integrated with four skills of learning English: reading, writing, listening, and speaking. One of the most crucial abilities is listening. Listening is a receptive ability, serving as a means for individuals to grasp the significance of spoken words (Febrina, 2022). Through listening, people gather information that enables them to comprehend the context of a conversation.

The Indonesian language and the English language model are different because English is still considered challenging. At the native speaker level, understanding a general topic requires tens of thousands of words in listening (I. Damanik & Katemba, 2021). Listening comprehension needs to be practiced regularly to build a contextual habit. The more students get exposed to native speakers the more impact of listening ability is influenced.

The use of media as teaching materials can stimulate students' desire to learn and deepen their language (Suganda, 2022). Through listening, students can learn effortlessly to absorb as much vocabulary as possible. The conversation in a film is based on sharing situations that can support students in encouraging

language (Anggriani et al., 2022). The habit of listening to English conversations will indirectly make the brain accustomed to processing information in English.

Movie streaming platforms offer an alternative method by presenting a vast collection of TV shows, films, and documentaries tailored for native speakers (I. Damanik & Katemba, 2021). The diverse range of content available on these platforms brings satisfaction to users. Websites' video libraries feature thousands of movies in various languages, accompanied by multiple subtitle options, that make foreign-language content accessible even to novice learners (Guerra, 2020). Netflix has drawn the interest of numerous college students, and this study aims to determine whether watching English-language films on Netflix can enhance their language acquisition, particularly language (I. Damanik & Katemba, 2021).

The popular global video streaming service Netflix is heralded in the media as a transformative tool for language learning (Taper, 2019). According to Yefridelti (2018) says that audiovisual or audio lingual is a medium that can be seen and heard in communication. This authentic audiovisual content exposes learners to various accents, colloquial language, cultural references, and real-life situations, making it an engaging and immersive resource for language learning. Through listening, students can effortlessly learn to absorb vocabulary as much as possible in a contextual manner (Windamayanti et al., 2022).

The habit of listening to English conversations indirectly trains the brain to process information in English. This suggests that the material will always be relevant, more likely to address current issues or emerging trends, and potentially keep language learners engaged (Erisa Kurniati, 2019). Audio-visual media refers to media that presents both visual images and sound simultaneously. This medium engages both hearing and sight senses concurrently. It is expected that employing this type of media will attract students and foster improved listening skills and the ability to synchronize information received with visual support, thereby enhancing comprehension.

UMK Broadcasting is one of the student clubs at Universitas Muria Kudus. This club is active in digital media and public speaking training. This club has

some programs related to digital media. They produce podcasts, short movies, talk shows, and other entertaining content. The students who joined the Broadcasting Club are trained to be a good public speaker and editors. Their interest in digital media makes them familiar with movie-streaming platforms. Watching movies is one of their activities to develop their skill in editing and movie-making. Their habit of watching movies makes them interested in English.

Previous studies have been limited in scope, focusing primarily on students' perceptions of using Netflix as a listening aid and finding out the impacts. However, there's a need to investigate deeper into the listening practice impact of Netflix for non-EFL students. Earlier studies mainly concentrated on students' perceptions of the use of Netflix as an additional tool in learning speaking skills. According to Shalin et al. (2023) the research was conducted on international students at Sunway University, Subang Jaya, Malaysia. This research focuses on improving English-speaking abilities and fluency among non-native English-speaking international students. The opinion from I. J. Damanik and Katemba (2022), in their research about college students' perspective toward Netflix as a digital L2 learning aid for vocabulary improvement. This study investigates college students' perceptions regarding the role of English movies/series on Netflix as a digital aid for improving vocabulary in English as a Foreign Language (EFL) learning.

Another study conducted by Syahrin and Dharmawan (2022) discusses the difficulties and factors of using Netflix for listening learning in eleven SMAN 9 Bandar Lampung grades. This study aimed to outline the challenges and influences encountered by students while utilizing Netflix, particularly in the context of developing listening skills. The study revealed that students faced challenges and encountered various factors hindering their listening skill development, primarily due to limited time available for practice. There's a clear need for further exploration of student perceptions toward Netflix as a listening learning aid.

This research explores understanding perceptions of non-EFL students in Universitas Muria Kudus for a broader perspective in nonformal classes. Non-

EFL students are chosen because of the desire to learn English using digital tools. Previous studies mostly focus on EFL students and the impact of vocabulary and speaking skills. The researcher aims to contribute to the educational process, particularly in the process of listening practice. To refine the data, the researcher restricts the investigation to the organizational level such as UMK Broadcasting. The aim is to provide insight into potential resolutions or problem-solving strategies in the field of education, especially regarding English listening mastery.

1.2 Statement of Problems

Related to the research background above, the following problem can be formulated "How is the non-EFL students' perception of Netflix as a digital EFL learning aid for listening practice at UMK Broadcasting?"

1.3 Objective of the Research

Based on the problem statement above, the research aims to discover the non-EFL students' perceptions of the use of Netflix as a digital EFL learning aid for listening practice in UMK Broadcasting.

1.4 Significance of the Research

By conducting this research, the findings of the study are expected to be useful to provide benefits for all people who are related to this research, both theoretical and practical as follows:

1. Theoretically

The findings of this study are expected to serve as a cornerstone for further research. They may serve as a valuable resource for researchers seeking to expand their understanding of Netflix's role as a listening aid support tool.

2. Practically

The researcher expects this research to be useful as a foundation for English educational purposes.

a. For the students

The results of this research are expected to help students stay motivated while learning English.

b. For the readers

This research can provide readers with more knowledge about non-EFL students' perceptions of the use of Netflix as a Digital EFL Learning Aid for Listening Practice.

d. For the researchers

The researcher expects this research can be useful for another researcher who will conduct research in the same field. The researcher hopes that the other researchers can improve, and modify the research to be the better one.

1.5 Scope of the Research

In this research, the researcher focuses on non-EFL students' perceptions of the use of Netflix as a Digital EFL Learning Aid for Listening Practice. The participants are students who are interested in digital media and are related to entertainment media. In this research, the participants are the members of UMK Broadcasting.

To prevent ambiguity over their meanings in this research, there are important terms that need to be defined as follows:

a. Listening

In the educational field, the acquisition of listening skills involves the analysis of messages rather than just hearing spoken words. Listening involves an active process wherein listeners select and interpret auditory and visual information derived from auditory and visual cues. Moreover, listening practice covers actively receiving and responding to spoken messages.

b. Netflix

Netflix is an online streaming platform that provides many features and content from various countries. Netflix allows users to watch various selections of TV series, documentaries, movies, and more without seeing an advertisement. People tend to watch movies on Netflix because it is easy to access. Netflix gives the freedom to enjoy a large selection of feature entertaining shows. The widespread availability of popular movies and series encourages viewers to engage. The easy availability of language resources makes Netflix a compelling resource for language acquisition.

c. Non-EFL-Students

   The students in this observation are members of UMK Broadcasting Students Club who watch English content on Netflix and try to understand the spoken language. UMK Broadcasters are students from several majors in Universitas Muria Kudus who joined the students club in Universitas Muria Kudus.