CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

Relevant studies are used to strengthen and prove existing theory research in order to serve as a guide or reference in research topic. This study used a few related studies that are related to the Netflix, which can be used as a learning media. The researcher has found five relevant studies which related to this research.

The first related study was conducted by Ananda (2021). The title of this study is "A Comparison Study Using Netflix and JOOX in Listening Comprehension for Senior High Students". This research was conducted at SMA Muhammadiyah 1 Makassar. The population of this research is students of grade II SMA Muhammadiyah 1 Makassar. This research uses qualitative method. The samples are class XI IPA I consisting of 22 students and class XI IPS consisting 22 students. The instrument this research used pre-test – post-test. The result of this research showed the improvement of students' listening achievement of using JOOX as a media in teaching listening was increased (7.27%). And in XI IPA I class, before the treatment, the mean score of students' pre-tests was (63.63). And after the treatment the mean score of students' post-tests was (83.15), and also showed the improvement of students' listening achievement of using Netflix as a media in teaching listening was increased (19.54%).

The second research was previously conducted by Fikroh (2020). This research is entitled "Effectiveness of Using Songs from the JOOX Music Application on Vocabulary Mastery of Class XII Students of SMKN 3 Boyolangu Tulungagung". The research was conducted at SMKN 3 Tulung Agung. This study used a quasi-experimental with a quantitative approach as its research design, the samples were class XII TEI three and class XII TEI two. The research instrument was a test. Data analysis used a T-test. First, the researcher gave pre-test and post-test questions to the experimental class. Experimental class students experienced a significant increase from an average pre-test score of 55.59 and a post-test score of 85.88. The average pre-test and post-test gain was 30.29. Meanwhile, students in the control class experienced an increase but not significantly, this can be seen from the average pre-test score of 55.0 and the post-test score of 66.18. The average value of the control class between the pre-test and post-test was 11.18. Based on the values obtained between the experimental class and the control class, there is a significant difference. The value obtained from the experimental class is 30.29 and the value obtained from the control class is 11.18. It can be concluded that the value obtained by the experimental class is higher than the control class. It can be concluded that songs from the JOOX Music Application are effective and are not influenced by foreign variables.

The third study was taken by Guerra, Gómez and Pérez (2020) in Medelin city Colombia with the title "bringing Netflix into the classroom". They had studied about students' perspective about How does the use of Netflix contribute to the development of English as a foreign language in a school. The result of this study

is it could be said that Netflix is a digital resource platform that allows students to effectively develop English skills in terms of foreign language. Since it provides a variety of stimulus to learn unknown vocabulary.

The fourth study was written by Alm (2021), student of University of Otago, New Zealend with the title "Language Learning with Netflix". The research conducted at University of Otago. Sampling of the research 12 students University of Otago. The method of the research is intra – formal learning. The result of the study is the variety of Netflix series enabled learner viewers to make a choice that suit with their personal interests and leading them to developing their vocabulary. The availability of language tools such as subtitles allowed learners to explore their language level. The last study was written by Annisa (2022) with the title "Fostering Students' Vocabulary Through Podcast of Spotify Application as a Media for UPT SPF SMP Negeri 17 Makassar." This research was conducted at UPT SPF SMP Negeri 17 Makassar. This research uses pre-experimental method. This study focused on pre-experimental research, one group pre-test and post-test. The population in this study were students of class VII UPT SPF SMP Negeri 17 Makassar for the 2021/2022 academic year. Purposive sampling technique was used to take one class as a research sample consisting of 22 students. Data obtained from vocabulary tests. The results of the study used inferential analysis of the t-test with SPSS v.16, indicating that there was a significant increase in vocabulary mastery from the average score of the students between the pre-test and post-test. The average value of students' vocabulary increased by 38.80% from 67 in the pre-test to 92 in the post-test. The calculated significance value is 0.000 less than 0.05 (P-value = 0.000 <0.05). Thus,

the research hypothesis is accepted. This means that learning strategies involving podcasts have a significant effect on the level of vocabulary mastery of UPT SPF students at SMP Negeri 17 Makassar. In addition, students' motivation after using this strategy also increases.

From the research above, the researcher finds some differences and similarities things with the study. The similarity on this study is using Netflix and its subtitle as a learning media. Then the differences are that this research is going to be conducted in different setting, schools and classes.

2.2 Theoretical Framework

2.2.1   Concept of Vocabulary

Vocabulary is very important in a language. When students learn a language, it means that students learn the words of that language. Vocabulary can be defined strictly as words learned in a foreign language. However, new vocabulary can be more than one word consisting of two or three words, but expressing a single thought.

To clarify the explanation of this case, the researcher provides several definitions of vocabulary given by several experts. Good (1959) defines vocabulary in a teaching dictionary as: 1) words of language content and function that are learned so thoroughly that they become part of students' understanding, speaking, then reading and writing, and 2) words that have meaning when heard or seen, even if man himself did not create them to communicate with others.

At the same time, Hornby (2000) says that vocabulary is: 1) all the words that a person knows or uses, 2) all the words in a certain language, 3) the words that people speak, 4) List of words and their meaning in a book intended for learning a foreign language. Setiawan (2010) adds that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. This statement is supported by Katemba (2021) who stated that vocabulary is the most important component to be learned in the language. Without vocabulary, learners cannot speak, write, read, or understand what is being said in the listening and speaking process.

Furthermore, Mansourzadeh (2009) defines that communication in a foreign language could not take place in any meaningful way unless there are words to express a wide range of meanings, no matter how completely a student learns grammar or how well the sounds of a foreign language are learned. As a result, teaching vocabulary is an important topic that needs more investigation. Based on Blintz (2011), learning vocabulary is fundamentally about learning definition of words. Many teachers believe that defining words before reading a text is an effective instructional. Vocabulary has great function in language. People use vocabulary/words to construct sentences. Vocabulary is a like as the bone of our body. Without bone, our body will be not be able to be as perfect as possible. Nobody can be expressing his/her feeling to others. A teacher will confuse to explain the lesson to the students. The member of community can share their ideas

for the social as environmental development, etc. so, the vocabulary is supposed as the bone of language, without vocabulary, the language cannot be developed.

In addition, Fontecha (2014) defines foreign language vocabulary knowledge is an increasingly important area in the field of Applied Linguistic. Central to the investigation within foreign language vocabulary knowledge is the distinction between productive and receptive vocabulary knowledge types. Receptive vocabulary is understood as a passive skill which involves the perception of a word and the understanding of its meaning in listening and reading. Productive vocabulary refers to an active skill that covers word production so as to match the speakers' intention in writing and speaking. So far, the researcher give addition as a result of the reading the function of vocabulary from some expert that the vocabulary must be learned because vocabulary is a basic of understanding the word, paragraph, sentences, text and book including the materials to read in each context.

2.2.2 The Basic Type of Vocabulary

Vocabulary can be classified into oral and print form (Hibert and Kamil, 2005). The form of vocabulary when someone speaks orally or reads orally belongs to oral form. Conversely, when someone reads silently or writes something, vocabulary will be seen in print form. Furthermore, Hibert and Kamil (2005) also stated that vocabulary can be classified into two types; productive and receptive vocabulary. Those types will be explained bellow:

a.   Productive Vocabulary

Productive vocabulary is usually used when someone shares his/her ideas when he/she speaks or writes. When someone speaks or writes something, he/she usually uses the words which are familiar to him/her. This kind of words belongs to productive vocabulary. According to Hiebert and Kamil (2005), productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently. While Haycraft in Hacth and Brown (1995) stated that productive vocabulary is words which the student understands, pronounce correctly and use constructively in speaking and writing.

b.   Receptive Vocabulary

Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use (Hiebert and Kamil, 2005). Receptive vocabulary is words that the students recognize and understand when they occur in context, but which he cannot produce correctly (Haycraft in Hacth and Brown, 1995).

2.2.3   Aspects of Vocabulary

According to Lado as cited in Mardianawati (2012) there are five aspects of vocabulary which are needed to be learned by the students. They are (1) Meaning, (2) Word Classes, and (3) Word Use.

1. Meaning

Meaning becomes one of essential aspects that should be learned by the students because meaning refers to how the word give its meaning to the language users. Frequently, a word may have more than one meaning when it is used in different context. For example, the word "present" as a noun has meaning a period of time that is happening now. The word "present" as a noun also can be defined as something that you give to someone, usually for a particular occasion. Therefore, it is really important for the students to know the meaning of the word, because it will help them to use and understand the message from that word when it occurs in different context.

2. Word Classes

Word classes can be defined as categories of words. It is an important feature in semantic feature analysis. The categories of words can be classified in some categories such as noun, verb, adverb, adjective and preposition. The classification of the words of a language in this way depends on their function in communication.

3. Word Use

Word use refers to how a word is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012). In this research, the teaching learning process will be focused on aspect of meaning, word use and pronunciation. It is because those aspects become the focus on Netflix application, and they are suitable for Netflix that will be implemented in the class.

2.2.4 Teaching Media

Some professionals have made statements regarding teaching media. Bakri (2011) claims that media is the plural form of medium, which is derived from the Latin word "medius", which means "middle." Medium indicates "between or interval" in Indonesian. Media is defined as a means of communicating (messaging) information between message sender and recipient. According to Arsyad (2009), a teaching medium is one that conveys information for learning or massages with an educational intent. Media is a way to communicate ideas and information. Heinich et al in Nurrochim (2013) mention that the medium is a mediator that delivers information between sender and receiver. The term "teaching media" refers to any form of media that conveys educational messages or information.

Felice (2018) defines, Innovative learning by using teaching media is more directed at learner-centered learning. A reality in the field shows that the use of teaching media in learning is very minimal by educators. At present learning is only based on textbooks and presentations without the development of material in depth. the school has provided textbooks (BP) and student activity sheets (LKP) for students but the material in the delivery of textbooks and activity sheets is not as expected because of the lack of material in the textbook so that the knowledge of students is less developed.

In addition, Cao (2019) says that the learning process is designed, organized and conditioned for students to learn independently by using computer applications. Yeager (2015) states in his thesis that innovative teaching media design will provide

students with motivation and achievement significantly. Thus, the learning will go quickly and on target. This method will provide a broad space for students to be able to create and innovate.

Based on Nurdyansyah (2014), teaching media should be positioned as the main tool to be able to understand students in learning the subject matter. Teaching media has practicality in its implementation, so the learning process will be easier, effective and efficient. One teaching media that can help students to achieve maximum learning is to design innovative teaching media based on computer applications, Nurdyansyah (2015).

In conclusion, teaching media plays a crucial role in modern education by providing a variety of tools and resources that can enhance the learning experience. By utilizing effective teaching media, educators can improve student engagement, facilitate better understanding of complex concepts, and provide a more diverse and interactive learning experience. However, the selection and use of teaching media should be carefully tailored to the specific needs and characteristics of students, and should support the overall learning objectives of the curriculum.

2.2.5   Concept of Netflix Application

Netflix is a streaming service based in California that offers movies, TV shows, and anime all in one platform. The wonderful feedback that Netflix has had with some of its shows during this terrible outbreak is evident. In addition to continuing its

main series, Netflix offers a selection of fresh serial material from various countries to its users. An online streaming service called Netflix provide popular TV- series released as entire seasons. Netflix began as a mail-order DVD rental service in 1997 and now it is a leader of subscription VOD market which has over 109 million members across 190 countries (Netflix, 2017).

Netflix does not only have the most subscribers worldwide, it also expends most on original content. Quoting from Molla (2017), stated that Netflix produce their original content. Cited from Baker (2021), Netflix emphasis on its original contents combined with its strong growing expansion into 190 countries has resulted in its producing series in variety of languages. The powerful appeal of some of the Netflix series also necessary in attracting its viewer to engage in its storyline, then make it become highly motivating resource for language learning. According to Janner (2018), as an accessible on demand application around the globe, Netflix has taken the television experience to a new level. Netflix viewers are able to watch foreign language series or film in its original version, dubbed with subtitle in native (L1) or target language (EFL).

Furthermore, the L1/EFL subtitles makes Netflix become more accessible to beginner learners. It is very important because of the cognitive load essential for beginner learners to understand L2 video (Sydorenko, 2010). 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 attracting media for language learning context.

2.2.6 Hypotheses

This research proposed two kinds of hypotheses as follow:

H_0: There is no significant effect on students' vocabulary mastery at the eleventh grade of SMAN 3 Bandar Lampung taught by using Netflix Application compared to those who are not.

H_1: There is a significant effect on students' vocabulary mastery at the eleventh grade of SMAN 3 Bandar Lampung after being taught by using Netflix Application compared to those who are not.