THE PERCEPTION OF STUDENT AND TEACHER OF NETFLIX ENGLISH TO ENGLISH SUBTITLE: CORRELATING ENGAGEMENT, MOTIVATION, AND LISTENING ABILITY

Bhagaskoro Ardhianto Kurniawan
English Education Department, Universitas Muhammadiyah Gresik, East Java, Indonesia
Email: bhagaskoroak@gmail.com

Khoirul Anwar
English Education Department, Universitas Muhammadiyah Gresik, East Java, Indonesia
Email: khoirulanwar@umg.ac.id

Abstract – This study examines the perceptions of students and teachers regarding the use of Netflix's English-to-English subtitles to enhance engagement, motivation, and listening skills among intermediate EFL learners. Using a mixed-methods approach, quantitative data were gathered from 50 learners using structured questionnaires and listening evaluations, while qualitative insights were gained from interviews with three Universitas Airlangga graduates who teach EFL. A Structural Equation Modeling Partial Least Squares (SEMPLS) study found a high relationship between motivation and engagement, implying that motivated students actively participate in subtitled activities. Subtitles were proven to lower anxiety related with authentic hearing materials supporting Krashen's Affective Filter Hypothesis theory, hence increasing engagement by making challenging subjects more approachable and enjoyable. Teachers underlined that subtitles improve students' confidence by offering a framework for comprehending complex dialogues and accents, progressively preparing them for real-world listening tasks. However, the SEMPLS model revealed a reduced direct association between involvement and listening performance, implying that subtitles alone may not entirely meet the requirements of standardized tests such as the TOEFL. Teachers suggested integrating subtitles with targeted listening activities to increase efficacy. This study focuses on the transformative function of Netflix subtitles in EFL learning, demonstrating their potential to boost motivation and engagement while also providing practical solutions for closing listening competence gaps.
Keywords: Netflix; Subtitle English to English; Engagement and Motivation; Listening Comprehension

INTRODUCTION

Listening is an essential component of language acquisition, central to understanding spoken language in real-life contexts (Costigan, Robert, 2020; Nushi, & Orouji, 2020). For English as a Foreign Language (EFL) learners, developing listening skills poses a unique set of challenges, such as understanding rapid speech, deciphering various accents, and recognizing colloquial or idiomatic expressions (Ali, 2020; Cárdenas-Claros, 2020; Hardiyanto, Tanjung, & Suharjono, 2021; Phan, & Nguyen, 2023). It plays a key role in the development of communication skills. Listening plays a vital role in improving communication skills in many educational institutions (Erdoğan, 2019; Halimah, & Sukmayadi, 2019).

The Importance of Listening in EFL Learning Listening is fundamental in language learning as it forms the foundation of effective communication and comprehension (Jia, & Hew, 2022; Kokroko, & Dumenyah, 2020). In the EFL context listening skill used in daily lives, listening is especially challenging due to unfamiliarity with native pronunciation, fast-paced speech, and unfamiliar vocabulary or accents (Alzamil, 2021; Erzad, 2020; Polat, & Erişti, 2019; Pratama, Arifin, & Widianingsih, 2020). Listening is inherently complex as it requires learners to process continuous language input and to focus on elements such as rhythm, stress, and intonation (Howe, & Baumgartner, 2024; Luu, Lian, & Siriyothin, 2021; Rahim, & Hermawan, 2024). In the context of EFL, listening difficulties are often exacerbated by psychological factors like anxiety and lack of motivation (Chen, Wallace, Ieng, Chen, Lam, & de Oliveira, 2023).

Traditional teaching methods often focus on structured dialogues, controlled vocabulary, and slow-paced listening exercises that do not fully

replicate the authentic and unpredictable nature of real-world conversations (Çakmak, 2021; Li, Ismail, Patra, & Lami, 2024). Traditional language instruction, which often relies on scripted, structured dialogues, may not adequately prepare students for the dynamic and informal nature of authentic language (Meirbekov et al., 2024; Tatineni & Boppana, 2021). Research suggests that exposure to real-world listening materials can improve comprehension and reduce anxiety among EFL learners (Each & Suppasetseree, 2021; Hue, 2024; Milliner & Dimoski, 2024). Incorporating authentic audio, such as movies and TV series, allows learners to encounter real language patterns and colloquial expressions, helping them adjust to natural listening situations (Fitria, 2024; Hasan et al., 2019; Yawiloeng, 2020).

In recent years, digital platforms like Netflix, YouTube, Podcast and Digital story telling have presented innovative opportunities for language learning (Najmi & Navaee Lavasani, 2021; Rafique, 2019; Yaacob et al., 2021). These platforms offer learners a way to practice listening skills beyond traditional classroom materials, making language acquisition an immersive, practical, and enjoyable experience (Peixoto et al., 2023).

Netflix as an Educational Tool for Listening Practice As a global streaming platform, Netflix offers a vast range of content accessible to learners worldwide (Dizon & Thanyawatpokin, 2021). Its extensive library of movies, TV series, documentaries, and shows enables language learners to practice listening skills in an authentic context (Caruana, 2021; Yuyun & Simamora, 2021). Unlike traditional language-learning resources, which often consist of staged and simplified dialogues, Netflix exposes learners to diverse dialects, accents, and colloquial language used by native speakers (Aisyah et al., 2022; Maharani & Afifi, 2024). By listening to this wide variety of language, learners develop adaptable listening strategies, such as anticipating meaning based on context, focusing on key phrases, and understanding speech patterns (Perez, 2022; Rukthong & Brunfaut, 2020). Netflix's English-to-English subtitle feature is especially beneficial for fostering engagement and supporting personalized learning. Learners can select videos that align with their interests, whether documentaries, dramas, or comedies, making listening practice more enjoyable and relatable. This level of personalization empowers learners with autonomy, allowing them to choose content that challenges their listening skills and offers linguistic diversity

(Najmi & Navaee Lavasani, 2021; Pastini & Lilasari, 2023) .

The platform's informal and self-paced environment also reduces the anxiety associated with language learning, helping learners build motivation in their listening skills (Bai, 2024; Liang, 2024). The Role of Subtitles in Language Learning Subtitles have been shown to provide dual exposure to language input, offering auditory and visual forms simultaneously (Manurung ET, Butar-Butar YN, 2022). This dual presentation enables learners to correlate spoken words with their written counterparts, which reinforces comprehension and aids in vocabulary acquisition (Alabsi, 2020; Masrai, 2020). The auditory-visual connection provided by subtitles helps learners to follow along with spoken language, supporting vocabulary recognition and pronunciation. This method encourages learners to notice how words are used in context, which strengthens their understanding of nuanced meanings, pronunciation, and colloquial usage (Francia & Andrey, 2024; Hestiana & Anita, 2022).

The Impact of Netflix on Engagement and Motivation are key factors in successful language learning, particularly in listening, which demands sustained concentration and focus (Tsai et al., 2024). Netflix's diverse content offers learners a chance to engage with topics that are both interesting and challenging, creating a more immersive learning experience. Personalized content, based on learners' preferences, increases motivation by making listening practice feel less like a mandatory task and more like an enjoyable activity (Tai & Chen, 2024). Research has shown that learners who engage with content they enjoy are more likely to develop intrinsic motivation and invest time in practicing language skills outside of the classroom (Panda, 2020). Motivation in language learning is closely related to a learner's belief in their ability to understand and engage with the language.

The use of subtitles allows learners to experience gradual success, reinforcing their motivation as they understand challenging content (Tsang, 2023). This positive reinforcement helps reduce anxiety a common barrier to effective listening and increases a learner's willingness to engage with more complex listening tasks (Hasan et al., 2019; Li, 2024). Challenges and Strategies for Effective Subtitle Use Although subtitles can significantly support language learning, excessive reliance on them may hinder listening skill development (Teng & Zhang, 2023). Over-dependence on reading subtitles can prevent

learners from fully engaging with spoken language, limiting their ability to process language independently. Gradually reducing subtitle use as learners build motivation and proficiency can address this challenge, encouraging independent comprehension and supporting language fluency over time. Learners should be encouraged to start with subtitles and progressively transition to content without subtitles, practicing listening skills without visual support as they advance.

Another challenge faced by learners is the pace of subtitle display, particularly with rapid or complex dialogue, fast-paced speech may overwhelm learners, making it difficult to simultaneously read and listen (Almusharraf et al., 2024). To manage this, learners can use Netflix's pause or rewind functions to revisit challenging segments, although this may not be feasible in real-time listening assessments like TOEFL. Developing listening strategies, such as predicting meaning from context and focusing on key phrases, can help learners manage the speed of spoken language, preparing them for authentic, fast-paced conversations.

While subtitles are beneficial, a balanced approach that reduces reliance over time is crucial to fostering independent listening skills. By gradually reducing subtitle usage, learners can work toward fluency, challenging themselves with natural, unscripted content that mirrors everyday language use. As digital media becomes an integral part of education, tools like Netflix offer a motivating and enjoyable way to support language acquisition, making listening practice more accessible and effective for EFL students. Through thoughtful integration, Netflix's subtitles have the potential to complement traditional instruction, transforming language learning into a personalized, interactive experience that resonates with learners of all backgrounds.

Netflix's English-to-English subtitles provide intermediate EFL learners with a practical, engaging, and effective tool for improving listening skills. By offering access to authentic language and allowing for personalized, relevant content, Netflix fosters an immersive learning environment where learners can practice listening at their own pace. The dual exposure to spoken and written language enhances comprehension, supports vocabulary acquisition, and improves pronunciation, making it a valuable asset for EFL learners who wish to navigate real-world conversations. Additionally, Netflix's informal, low-stakes format encourages learners to practice without fear of judgment, reducing listening-related anxiety and building motivation in their skills.

According to study from Robert & Marpaung (2022), this study indicated that Netflix helps students improve their language skills. With the movies provided by Netflix, the content offered are able to help students in understanding the languages used in the movies. Based on the findings, it shows that Netflix is very useful in improving students' language skills particularly with their speaking skills, vocabulary knowledge as well as having a good pronunciation. On the other hand, study from (Damanik & Katemba, 2021) indicated that acquiring new vocabulary through Netflix English movies/series provides students with an interesting approach to learning new vocabulary. They can interestingly improve their vocabulary. So, watching English movies/series on Netflix will assist students in improving their vocabulary easier, besides the students enjoy the movie watching, music and that makes the atmosphere of learning enjoyable. Furthermore, the result of literature review study from (Siddiqui et al., 2023) L2 learners who already use Netflix in their daily lives should be advised to use the Language Learning with Netflix application as a tool to independently study the target language and increase their L2 vocabulary. Dual subtitles may help with vocabulary development and comprehension, according to the study's review, therefore using the app might enable L2 students to use their unintentional language-learning habits for formal language study.

This study addresses an important gap in the existing literature by undertaking a dual analysis of engagement and motivation from both teacher and student perspectives, focusing on the use of Netflix's English-to-English subtitles for EFL listening skill improvement. While earlier study has looked at the overall benefits of multimedia resources like Netflix for language acquisition, nothing has been done to investigate how teachers' and students' perceptions of involvement and motivation overlap. By combining these views, this study gives a comprehensive understanding of how subtitles affect listening skill acquisition and classroom dynamics in intermediate EFL learners. Furthermore, the study presents a novel quantitative correlation analysis of students' views of involvement and motivation and their listening comprehension, as measured by standardized Listening TOEFL scores. Unlike previous studies that have mostly focused on qualitative outcomes or vocabulary acquisition, this study employs

structural equation modeling to determine how motivational and engagement factors contribute to measurable increases in listening performance. This technique fills the gap between learners' subjective experiences and objective listening achievements, providing insights into how these aspects work together to foster language acquisition. By identifying the specific motivational and engagement elements that correlate most strongly with improved TOEFL listening scores, this study not only advances theoretical understanding but also equips teachers with strategies to maximize the impact of Netflix subtitles in listening instruction. This comprehensive approach blending qualitative insights with quantitative metrics represents a significant contribution to the field of EFL listening pedagogy, particularly for intermediate learners aiming to achieve higher listening proficiency. (1) What are the EFL learners' perceptions of using Netflix's English-to-English subtitles to influence their engagement and motivation in listening practice? (2) What is the correlation between engagement, motivation and listening comprehension for intermediate EFL learners using Netflix's English-to-English subtitles? (3) How does the perception of teachers regarding Netflix's English-to-English enhance engagement and motivation in teaching listening for intermediate EFL learners?

METHOD

This study employs a mixed-methods approach, integrating both quantitative and qualitative data collection and analysis to explore the impact of Netflix's English-to-English subtitles on listening comprehension, vocabulary acquisition, and learner motivation among intermediate EFL learners. By combining the generalizability of quantitative data with the depth of qualitative insights, this approach provides a comprehensive understanding of the research problem, following Creswell (2014) explanatory sequential design. The quantitative phase involves 50 EFL learners, purposefully selected to ensure that they meet specific criteria, including intermediate English proficiency, regular use of Netflix subtitles for at least three months, and their availability to complete a questionnaire and participate in follow-up activities.

These themes are compared across participants to highlight both shared and individual experiences, providing context for the quantitative trends. The findings from both phases are integrated to offer a holistic perspective.

Quantitative results reveal general trends in the broader participant group, while qualitative findings provide nuanced illustrations of how these trends manifest in individual learners. Ethical considerations include obtaining informed consent, ensuring confidentiality, and adhering to institutional research standards. This mixed-methods approach ensures a thorough understanding of how Netflix's subtitles contribute to listening skill development and motivation among EFL learners, offering valuable insights for educators and researchers seeking to integrate digital media into language learning.

To address the research question, "How do intermediate EFL learners' perceptions of using Netflix's English-to-English subtitles influence their engagement and motivation in listening practice?" this study utilizes a quantitative approach, employing descriptive statistics to analyze the relationship between subtitle usage and these two key variables. A structured questionnaire was developed to collect responses from 50 intermediate EFL learners, focusing on their engagement and motivation levels when using Netflix subtitles for listening practice. The study participants were selected through purposive sampling, ensuring that all respondents had prior experience with Netflix's English-to-English subtitles for at least one month. The sample consisted of diverse learners from language institutes and universities, providing a broad representation of intermediate-level EFL learners. The questionnaire included two main dimensions: engagement and motivation. Each dimension was assessed using multiple statements rated on a 4-point Likert scale, ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). Example items included, "I feel motivated to practice listening using Netflix subtitles" and "Netflix subtitles improve my motivation in understanding native speakers." Data collection was conducted over a two-week period through an online platform. Participants were provided with clear instructions, and anonymity was maintained to ensure honest responses. After collecting the data, descriptive statistical analysis was applied to summarize the findings. Measures such as mean scores, standard deviations, and response frequencies were used to describe the patterns in learners' engagement and motivation levels. By employing this quantitative method, the study offers a detailed understanding of how Netflix's subtitles enhance learners' motivation and perceived motivation in listening tasks. This systematic approach provides evidence to support the claim that Netflix subtitles can be an

effective tool for fostering engagement and building motivation in EFL learners.

To address the research question, " What is the correlation between engagement and motivation in listening comprehension for intermediate EFL learners using Netflix's English-to-English subtitles?", this study employs a quantitative approach utilizing Structural Equation Modeling (SEM) to analyze the relationship between the two variables. The study involves 50 intermediate EFL learners selected through purposive sampling. All respondents have prior experience using Netflix's English-to-English subtitles for at least one month and possess intermediate proficiency levels, verified through a placement test or recent language course performance.

Data are collected through two instruments: a structured questionnaire to measure engagement and a listening comprehension test. The questionnaire assesses various dimensions of engagement, such as motivation, interest, and active involvement in using subtitles for learning, with items rated on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). Meanwhile, the listening comprehension test evaluates learners' ability to understand dialogues, vocabulary, and contextual meaning, based on content they have not previously encountered on Netflix, ensuring the assessment reflects authentic comprehension skills.

The data is analyzed using SEM, a statistical technique that allows for the simultaneous examination of multiple relationships between variables. SEM is employed to test a hypothesized model that posits engagement as a predictor of listening comprehension. The analysis involves assessing model fit indices, such as the Comparative Fit Index (CFI) and Root Mean Square Error of Approximation (RMSEA), to ensure the model accurately represents the observed data. Additionally, path coefficients are calculated to determine the strength and significance of the correlation between engagement and listening comprehension. By employing SEM with a sample size of 50 respondents, this study provides a robust analysis of the relationship between engagement and listening comprehension. This method enables a deeper understanding of how learners' active involvement with Netflix subtitles influences their ability to process and comprehend spoken English effectively.

To answer the research question, "How does the perception of teachers regarding Netflix's English-to-English subtitles influence engagement and motivation in teaching listening for intermediate EFL learners?" this study employs a qualitative approach. By focusing on three Universitas Airlangga graduates currently working as teachers, the research aims to gather rich, descriptive data about their experiences and perspectives on incorporating Netflix subtitles into listening instruction. Qualitative approach to examine the influence of Netflix's English-to-English subtitles on engagement and motivation in teaching listening for EFL learners. This study employed a qualitative methodology, a scientific approach for the researcher gathers, analyzes, and interprets non-numerical data to gain insights into the phenomena under investigation (Gay et al., 2012). Qualitative case study is often referred to as naturalistic research because it is conducted in a natural setting and involves various data sources to gain a deeper understanding of subjects' perspectives, opinions, and attitudes. The researcher utilized this method to capture rich and detailed information about subjects' experiences in teaching listening through Netflix English to English subtitle. Moreover, this study employed a descriptive qualitative approach, which is particularly suited for studying language learning and teaching through the analysis of naturalistic data. In this case, the researcher analyzes "Netflix English to English Subtitle" in Teaching Listening for EFL Intermediate Learner.

The researcher employs purposive sampling, as it is based on specific criteria deemed essential for the particular study. This study employed the triangulation technique for data collection. Triangulation involves using multiple methods of data collection to obtain the most comprehensive and detailed understanding of the phenomenon under investigation (Lodico et al., 2010). Some argue that utilizing triangulation can enhance the validity of qualitative research. The methods employed in this study include observation, interviews, and documentation.

Firstly, by observing the patterns of subject behaviors in specific situations, information about the phenomenon is gathered. This approach is typically used for exploratory purposes and is conducted in a natural setting (Johnson et al., 2019). As an instrument, the purpose of observation is to examine listening learning experiences using Netflix English to English subtitle. To obtain data as naturally as possible. Secondly, this research utilized the interview method as the primary data collection tool. In qualitative research, this method is referred to as depth-interviews because it involves open-ended

questions designed to gather qualitative data and provide a more in-depth understanding of participants' knowledge, feelings, beliefs, and motivations. Thirdly, documentation is utilized as an instrument for data collection. This method aims to obtain detailed information by viewing, capturing, and recording any data pertinent to the research object. Many believe that documents are crucial for demonstrating that the researcher has conducted the study. Therefore, in this research, the researcher collected all relevant data from the observation and interview processes, including pictures and videos, to support data collection and assist in data interpretation.

Data is analyzed to synthesize information from multiple sources, including document and interview thematize, while interpretation involves the researcher's effort to understand the meaning of the data. In this study, the researcher employed the data analysis and interpretation method outlined by Creswell in his book Educational Research, which includes the steps of data analysis, coding the data, and creating descriptions (Creswell, 2014). Furthermore, data interpretation involves synthesizing findings where applicable. This process aims to offer detailed insights into the studied phenomena, drawing comparisons with related references. Moreover, it allows the researcher to incorporate personal perspectives and integrate them with educational concepts or ideas.

RESULTS AND DISCUSSION

Result of student perception of Netflix English to english subtitle

This is the result of a descriptive statistical table of students' perceptions of Netflix English to English in engagement and motivation in listening skills.

Table 1. *Descriptive statistic*

Aspect	N	Minimum	Maximum	Mean	Std. Deviation
E1	50	1.00	4.00	2.7200	.88156
E2	50	1.00	4.00	3.0000	.78246
E3	50	1.00	4.00	2.9200	.82906
E4	50	1.00	4.00	2.9600	.78142
E5	50	1.00	4.00	3.0200	.82040
E6	50	1.00	4.00	3.1400	.85738
E7	50	1.00	4.00	2.8600	.85738
E8	50	1.00	4.00	2.9400	.71171
E9	50	1.00	4.00	3.0400	.78142
E10	50	1.00	4.00	2.9800	.86873
Subtotal average	50	1.00	4.00	2.9580	.817152
M1	50	1.00	4.00	2.8800	.89534
M2	50	1.00	4.00	3.1600	.71027
M3	50	2.00	4.00	2.9800	.68482
M4	50	1.00	4.00	2.9800	.74203
M5	50	1.00	4.00	2.9400	.81841
M6	50	2.00	4.00	3.1000	.76265
M7	50	1.00	4.00	3.0200	.89191
M8	50	1.00	4.00	3.0000	.75593
M9	50	1.00	4.00	2.9600	.69869
M10	50	1.00	4.00	3.0200	.76904
Subtotal average	50	1.2	4.00	3.004	0.772909
Total average	50	1.10	4.00	2.981	.795031

According to the descriptive statistics, the data reflect EFL learners' opinions of using Netflix's English-to-English subtitles in two areas: engagement (E1-E10) and motivation (M1-M10). The engagement scores (E1-E10) have a sum average of 2.958 and a standard deviation of 0.817, indicating moderate engagement across participants with some variation. Motivation (M1-M10) had a significantly higher subtotal average of 3.004 and a lower standard deviation of 0.773, indicating a somewhat greater and more consistent motivational impact. Both elements lie within the same broad range, with neither extremely high or low scores, implying that participants saw the subtitles as beneficial but not overwhelmingly transformative in any dimension.

When comparing the two elements, motivation appears to have a tiny advantage over involvement. While engagement levels vary greatly (some as low as 1.00), motivation values tend to cluster closer to the top of the scale, indicating a more consistent positive opinion. This shows that subtitles may have a more direct impact on learners' motivation to develop their language skills, possibly due to the practical relevance or enjoyment derived from subtitled content. In contrast, engagement, while similar in average score, may vary due to personal preferences or the novelty of the method. Overall, the research suggests that subtitles may be more effective as a strategy for increasing motivation among EFL learners rather than simply generating interest.

Correlation between engagement, motivation and listening ability of netflix English to English subtitle

This figure 1 illustrates the results of the Structural Equation Modeling Partial Least Squares (SEMPLS) analysis, which explores the correlation between motivation, engagement, and listening performance among EFL learners using Netflix's English-to-English subtitles.
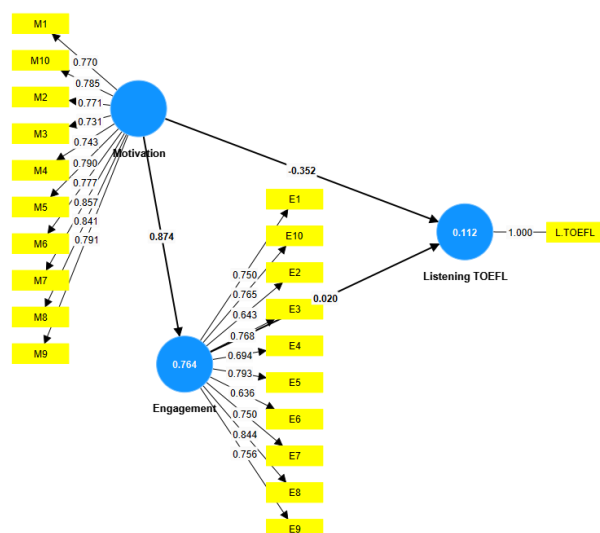
Figure 1. *Correlation between engagement, motivation and listening ability of Netflix English to English subtitle*

Analyzing the Structural Equation Modeling Partial Least Squares (SEMPLS) image reveals the dynamics of motivation (M), engagement (E), and Listening TOEFL (L.TOEFL). The relationship between motivation and engagement is substantial, with an approximate value of 0.764, showing that more motivation leads to increased involvement among EFL learners. However, the association between involvement and Listening TOEFL is weaker, with a value of approximately 0.112, indicating a less direct impact. Interestingly, the path from motivation to Listening TOEFL through engagement suggests a mediated, if weak, influence on Listening TOEFL performance.

Breaking down the motivational components (M1-M10), M6 has the highest loading (0.874), showing that it plays an important role in forming the total motivation construct. Components such as M5 (0.857) and M7 (0.841) also make significant contributions, demonstrating how intrinsic reasons like enjoyment or practical usefulness can be important drivers. These highly loaded items imply that learners are strongly influenced by specific motivational aspects, which leads to enthusiastic participation in subtitled content.

On the engagement side (E1-E10), E6 (0.844) and E7 (0.750) had the largest influence, indicating that learners find these aspects more engaging, potentially due to interaction with subtitles or material understanding. Notably, E1's modest negative association (-0.352) with the Listening TOEFL score calls into question its alignment with TOEFL listening-specific skills. Overall, the reduced engagement-to-listening TOEFL link underscores that, while Netflix subtitles increase engagement and motivation, they may not immediately improve standardized listening ability, indicating the need for further listening-focused training.

The teacher perception of Netflix English to English subtitle

The interviews with three Universitas Airlangga graduates, who are now EFL teachers for intermediate learners, provided insights about how Netflix's English-to-English subtitles affect student engagement and motivation in listening skill development. Each teacher shared their own opinions on how subtitles affect these two key parts of learning.

The first teacher emphasized the importance of subtitles in increasing engagement by making authentic listening materials more accessible and less scary. They discovered that subtitles minimize anxiety, allowing children to stay engaged and actively participate in listening activities. Students who are frequently intimidated by native accents or quick speech are more likely to participate when subtitles give clarity and help. However, this teacher pointed out a potential drawback: some pupils rely too heavily on subtitles, which can impede the development of independent listening abilities. To combat this, the teacher uses interactive activities like pair discussions and comprehension tasks to keep students engaged while promoting active participation. On motivation, they stressed how subtitles provide pupils a sense of accomplishment when they understand difficult material.

The second teacher emphasized motivation as the main advantage of employing Netflix subtitles in listening activities. They explained that traditional listening exercises frequently fail to pique learners' interest, whereas Netflix's relatable and culturally rich content encourages students to participate fully. Subtitles serve as a bridge, allowing students to understand complex discussions and cultural nuances, increasing their motivation to tackle increasingly difficult courses. Furthermore, the teacher stated that subtitles enable students to track their progress, which fosters a sense of accomplishment and increases intrinsic motivation. Regarding engagement, one teacher stated that students are more attentive when dealing with subject that is fascinating and relevant to them, yet maintaining consistent focus can be difficult at times. They stressed the significance of choosing information that resonates with the learners' language proficiency and interests to maximize both engagement and motivation.

The third teacher employed a deliberate approach, utilizing subtitles to scaffold learning while moving children to independent listening. They described how subtitles initially engage learners by offering instant comprehension support, allowing them to concentrate on important components of the audio, such as tone and context. As pupils develop, the teacher gradually minimizes the use of subtitles, promoting active listening and critical thinking. In terms of motivation, this teacher emphasized how students feel empowered once they realize they can understand actual English content. This sensation of accomplishment encourages students to try more sophisticated listening tasks and actively participate in follow-up activities such as summarizing or group discussions. The teacher emphasized that combining subtitles with interactive assignments provides ongoing engagement and motivation, making learning both entertaining and successful.

Discussion of student perception of Netflix English to English subtitle

The findings highlight the impact of Netflix's English-to-English subtitles on both engagement and motivation, with a focus on learner comfort and preparation. For engagement, E6 (3.140) shows that subtitles considerably increase learners' comfort when watching English information, making it less daunting and more pleasurable. This is consistent with (Krashen, 1982), which holds that lowering anxiety fosters a suitable environment for language learning. Similarly, E9 (3.040) represents learners' increasing motivation and readiness to move on to unsubtitled information following practice, demonstrating that subtitles serve as a scaffold, gradually developing their listening autonomy and comprehension skills.

In terms of motivation, the high ratings for M2 (3.160) and M6 (3.100) demonstrate how subtitles encourage students to embark on more difficult linguistic tasks. M2 emphasizes learners' increasing motivation to engage in complicated dialogues, supporting Ryan, R. M., & Deci (2000) Self-Determination Theory. This theory proposes that learners are motivated by the intrinsic worth of tasks that provide a sense of competence and challenge. M6 shows that learners see subtitles as a useful tool for preparing for hearing exams, highlighting the twin benefits of enjoyment and utility. These components demonstrate that subtitles not only motivate but also enable students to attain certain academic and real-world listening objectives.

When compared to engagement, motivation appears to be slightly more influential, with constant and goal-oriented attitudes. While engagement has benefits, particularly in comfort (E6) and progression to autonomy (E9), it is also more changeable and context-dependent. To get the most of subtitles, educators should create activities that link motivational gains with active involvement, such as debates or chores that allow students to reflect on their progress. This balanced strategy guarantees that subtitles serve as both an effective motivator and a tool for long-term engagement, enhancing the EFL learning experience.

Discussion of correlation between engagement, motivation and listening ability of Netflix English to English subtitle

The Structural Equation Modeling Partial Least Squares (SEMPLS) analysis focuses on the complex correlations between motivation (M), engagement (E), and Listening TOEFL (L.TOEFL) results in the setting of Netflix's English-to-English subtitles. A strong link between motivation and engagement (0.764) indicates that higher levels of motivation considerably increase learners' involvement. This lends support to (Ryan, R. M., & Deci, 2000), which emphasizes the role of intrinsic motivation such as enjoyment or relevance in promoting active involvement in learning activities. The path from motivation to Listening TOEFL to engagement reveals a mediated influence, with motivated learners engaging more with the material, but this engagement has only a little direct impact on standardized listening performance (0.112).

Analyzing the motivational components (M1-M10) reveals how learners see subtitles as useful aids. M6, with the highest loading (0.874), emphasizes learners' belief in subtitles as a way to improve their hearing exam readiness, demonstrating the link between subtitles and academic aims. Similarly, M5 (0.857) and M7 (0.841) highlight the dual impact of internal and extrinsic elements, such as enjoyment and practicality, on motivation. These findings are consistent with (Krashen, 1982), which states that subtitles give intelligible input that encourages learners to attempt difficult language activities. The strong motivational construct implies that subtitles can encourage consistent learning habits by making language practice joyful and purposeful.

The weaker link between involvement and Listening TOEFL scores (0.112) highlights the

need for additional initiatives to close the gap. While subtitles are effective in increasing motivation and engagement, their capacity to directly influence standardized test performance is limited. This highlights the importance of combining subtitles with tailored listening-focused activities, such as TOEFL practice exercises or guided listening strategies, to ensure that learners have both general and test-specific skills for success. By combining subtitles' motivating and engagement effects with specific test preparation, educators can give a comprehensive approach that maximizes both student enjoyment and measurable outcomes in listening skills.

Discussion of the teacher perception of Netflix English to English subtitle

The findings of interviews with three Universitas Airlangga graduates who are now EFL teachers for intermediate learners present a detailed picture of how Netflix's English-to-English subtitles influence engagement and motivation in listening skill development. Each teacher's experiences illustrate subtitles' dual role as a tool for lowering fear and improving comprehension, eventually aiding both the emotional and cognitive aspects of language learning. These findings are consistent with theories such as (Krashen, 1982; Ryan & Deci, 2000) Theory, which emphasize the role of learner motivation and intrinsic drive in promoting effective language acquisition.

Subtitles significantly improve engagement by making real content more accessible, especially to intermediate learners who frequently struggle with fast-paced speech or unfamiliar accents. The first teacher stressed how subtitles lessen fear, allowing pupils to interact more comfortably with difficult material. This is congruent with Krashen's Affective Filter Hypothesis, which states that lowering anxiety allows students to receive information more successfully. However, the variety in engagement levels reported by all three teachers suggests that subtitles alone are insufficient to maintain active involvement. The level of involvement is heavily influenced by factors such as material relevancy, classroom dynamics, and individual learning preferences.

Whereas, motivation appears as a consistently strong result of subtitle use. Subtitles not only aid comprehension, but also encourage students to tackle more difficult courses. The second teacher emphasized how Netflix's culturally rich and accessible content dramatically enhances intrinsic motivation, making students willing to try challenging listening tasks. This is consistent with

Deci and Ryan's Self-Determination Theory, which emphasizes the value of tasks that promote autonomy, competence, and significance. Furthermore, the third teacher observed that subtitles give students a clear sense of progress, boosting their motivation in their talents and driving them to move toward independent listening. The employment of subtitles as a scaffolding technique indicates their potential to match the immediate demand for comprehension with the long-term objective of fostering independent listening skill.

Netflix's English-to-English subtitles can significantly improve interest and motivation among intermediate EFL learners. They offer learners a helpful, relatable, and engaging manner to increase motivation and comprehension. However, their effectiveness is contingent on deliberate integration, which ensures that subtitles engage and encourage learners while also preparing them for autonomous and effective listening in authentic circumstances. To maximize their impact on language learning, educators should deliberately use these tools in conjunction with engaging assignments and progressive transitions.

CONCLUSION

This study demonstrates the perceptions of students and teachers regarding the use of Netflix's English-to-English subtitles to enhance engagement, motivation, and listening skills among intermediate EFL learners. The findings indicate that students perceive subtitles as an effective tool for improving engagement by making content more accessible and reducing anxiety, while also enhancing motivation through the sense of accomplishment derived from understanding authentic language. Regarding the first research question, which explores how subtitles influence student engagement and motivation, the study reveals that subtitles play a crucial role in fostering both aspects by increasing students' confidence and willingness to engage with challenging material. For the second research question, which examines the relationship between engagement, motivation, and listening comprehension, the study finds a strong correlation between motivation and engagement, with motivated learners showing higher levels of involvement. However, the direct impact on standardized listening test scores, such as TOEFL, remains limited. Finally, in addressing the third research question on teachers' perceptions, the study finds that while teachers acknowledge the

positive impact of subtitles on student motivation and engagement, they also emphasize the importance of incorporating additional strategies, such as gradually reducing reliance on subtitles and integrating targeted listening exercises, to adequately prepare learners for standardized listening assessments. Overall, Netflix subtitles are viewed as a valuable pedagogical tool in EFL instruction, with the potential to enhance motivation and engagement, though their effectiveness in improving listening proficiency is maximized when supplemented with other focused learning strategies.

ACKNOWLEDGEMENT

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