THE INFLUENCE OF BINGE-WATCHING ENGLISH NETFLIX SERIES ON LISTENING COMPREHENSION AMONG STUDENTS OF ENGLISH EDUCATION UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

THESIS

By :
Mohammad Ainur Rizky
NIM : 204101060009

STATE OF ISLAMIC UNIVERSITY
KYAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
NOVEMBER 2025

THE INFLUENCE OF BINGE-WATCHING ENGLISH NETFLIX SERIES ON LISTENING COMPREHENSION AMONG STUDENTS OF ENGLISH EDUCATION UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements for a Banchelor's Degree (S.Pd)
Faculty of Education and Teacher Learning
Islamic Studies and Language Edicaton Departement
English Education Program

By :
Mohammad Ainur Rizky
NIM : 204101060009

STATE OF ISLAMIC UNIVERSITY
KYAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
DECEMBER 2025

I

THE INFLUENCE OF BINGE-WATCHING ENGLISH NETFLIX SERIES ON LISTENING COMPREHENSION AMONG STUDENTS OF ENGLISH EDUCATION UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
To fulfill one of the requirements for a Banchelor's Degree (S.Pd)
Faculty of Education and Teacher Learning
Islamic Studies and Language Education Departement
English Education Program

By :
Mohammad Ainur Rizky
NIM : 204101060009
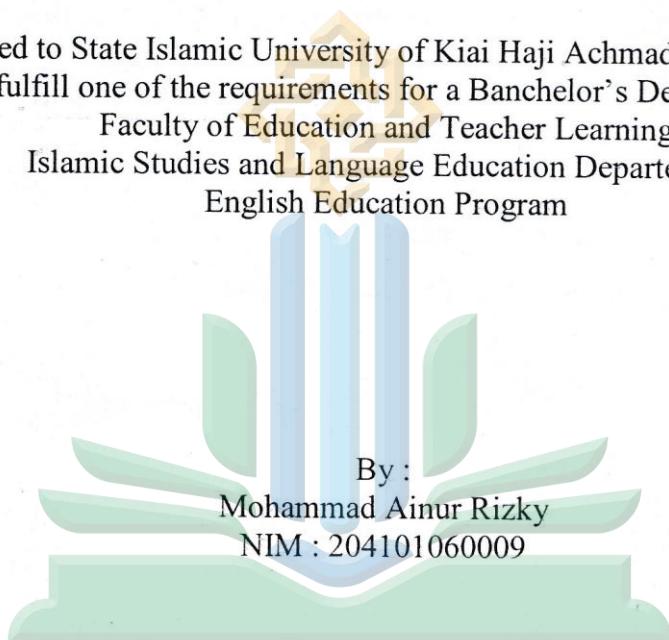
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Has been approved by advisor

Dr. Ninik Indrayani, M.Pd.
NIP. 197802102009122002

ii

THE INFLUENCE OF BINGE-WATCHING ENGLISH NETFLIX SERIES ON LISTENING COMPREHENSION AMONG STUDENTS OF ENGLISH EDUCATION UIN KIAI HAJI ACHMAD SIDDIQ JEMBER

THESIS

It has been examined and approved by the board of examiners in fulfillment of the requirments for the banchelor's degree of education (S.Pd) at the Faculty of Tarbiyah and Teacher Training English Education Departement

Day : Friday

Date : December 12, 2025

Examiner Team

Chairman

Secretary

Dewi Nurul Qomariyah, S.S, M.Pd
NIP. 19790127200710203

Zahratul Maujudatul Mufidah, M.Pd.
NIP. 199201222019032009

Members :

1. Dra. Sofkhatin Khumaidah, M.Ed., Ph.D   (   )

2. Dr. Ninuk Indrayani, M.Pd.   (   )

Menyetujui

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Dr. H. Abdul Mu'is, S.Ag.,M.Si.
NIP. 197304242000031005

MOTTO

الَّذِيْنَ يَسْتَمِعُوْنَ الْقَوْلَ فَيَتَّبِعُوْنَ اَحْسَنَهٗ ۗ اُولٰۤىِٕكَ الَّذِيْنَ هَدٰىهُمُ اللّٰهُ وَاُولٰۤىِٕكَ هُ اُولُوا الْاَلْبَابِ ۝١٨

Artinya : Those who listen to what is said and follow the best of it. These are the ones (rightly) guided by Allah, and these are (truly) the people of reason.‖ (Q.S. Az-Zumar : 18)[*]

---

[*] ―Surah Az-Zumar - 18,‖ Quran.Com, https://quran.com/az-zumar/18.

DEDICATION

Alhamdulillahirobbil 'alamin, With humility and gratitude to Allah SWT, the author expresses his gratitude for the shower of His love and affection that has given him strength, equipped him with knowledge, and introduced him to the meaning of true love. Thanks to His grace and mercy, this simple thesis has finally been completed. May peace and blessings always be upon the role model of the people, the Prophet Muhammad SAW. This thesis is dedicated to :

1. My beloved Father and Mother, I dedicate this thesis as a token of my endless and immeasurable gratitude, who always pray for me and serve as my support system in life.

2. My beloved Sister Septi Dwi Ariyanti Jannah and my brother Aditya Ramadhani who help me and give me motivation.

3. My beloved big family who always give support, attention, and Prayer of me.

4. Last but not least, thanks for my self to do great things and stay alive.

ACKNOWLEDMENT

All praise belongs only to Allah SWT, with whose grace and guidance the writer can complete this thesis as well as possible. The writer expresses infinite gratitude to Him. May prayers and greetings always be poured out to Prophet Muhammad SAW, as an example and guide for the believers.

The thesis entitled ―The Influence of Binge-Watching English Netflix Series on Listening Comprehension among Students of English Education UIN Kiai Haji Achmad Siddiq Jember‖ is the result of long and dedicated hard work. Although the discussion still has shortcomings and is not yet perfect, the author humbly expects constructive criticism and suggestions from the readers. Hopefully the input provided can enrich and perfect this thesis.

This success was possible thanks to the support of various parties. Therefore, the author would like to express his deepest gratitude to :

1. Prof. Dr. H. Hepni, S.Ag., M.M., as the Chancellor of Kiai Haji Achmad Siddiq State Islamic University of Jember who has improved the quality of scientific research papers at State Islamic University of Kiai Haji Achmad Siddiq Jember.

2. Dr. Abdul Mu'is, S. Ag, M. Si. as Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated the approval process in compiling this Thesis.

3. Dewi Nurul Qomariyah, S.S., M.Pd. as the Head of the English Language Education Study Program who has facilitated the approval process in compiling this Thesis.

4. Dr. Ninuk Indrayani, M.Pd., as the supervising lecturer who has guided and directed the process of compiling this thesis.

5. Lecturers, especially from the Faculty of Tarbiyah and Teacher Training who have provided knowledge and shared valuable experiences with the author during his studies.

6. All the Academic Community of UIN Kiai Haji Achmad Siddiq Jember who have helped expedite the process of compiling this thesis.

The author would like to express his deepest gratitude. May Allah SWT reward him abundantly for the great service he has rendered. The author realizes that this thesis has many shortcomings and is far from perfect, and therefore welcomes constructive criticism and suggestions. Hopefully, this thesis can contribute to the knowledge and benefit its readers.
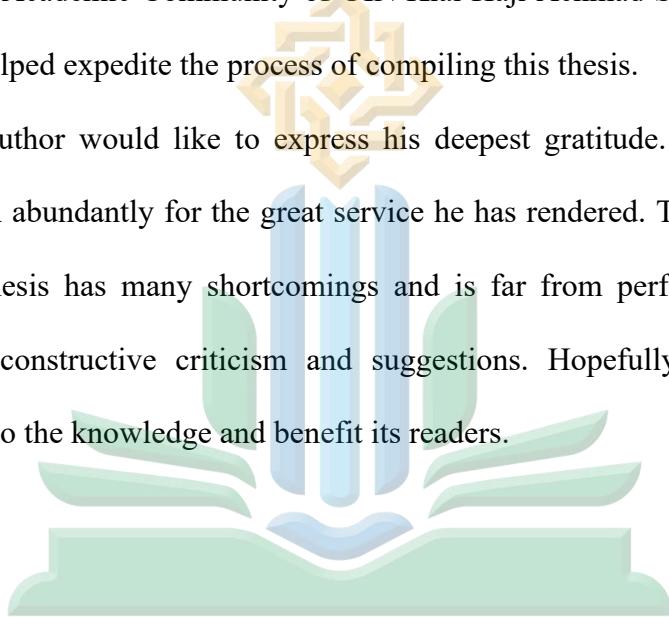
Jember, 15 November 2025

Mohammad Ainur Rizky
NIM : 204101060009

vii

ABSTRACT

Mohammad Ainur Rizky, 2025: *The Influence of Binge-Watching English Netflix Series on Listening Comprehension among Students of English Education UIN Kiai Haji Achmad Siddiq Jember*.

Keywords: Binge-Watching, Listening Comprehension, Netflix Series, Dash & Lily, English Education Students.

Watching English-language series intensively can help students improve their listening comprehension skills. However, the reality is that many students use streaming platforms like Netflix more for entertainment than as a learning tool. One phenomenon that has emerged is Binge-Watching, where students watch several episodes or even an entire season of a series in one sitting. This habit often leads to cognitive fatigue, which can reduce their ability to comprehend the conversations in the series.

The problem formulation in this study is: Is there an influence of the Binge-Watching English Netflix series on listening comprehension among university students?.

This research aimed to determine the influence of binge-watching the English Netflix series on the listening comprehension among university students. Employing a quantitative pre-experimental design, specifically the one-group pretest–posttest model, the study involved 35 students from TBI 1 who were instructed to binge-watch *Dash & Lily* for one week, consisting of eight episodes with approximately 25 minutes per episode. The instrument used to measure listening comprehension was a 20-item listening test administered both before and after treatment. The test items were adapted from the book *IELTS Hacks: Tips-Trik Praktis Skor 7.5+* and aligned with listening indicators such as identifying main ideas, identifying supporting details, understanding vocabulary in context, making inferences, and understanding transitions.

The results demonstrated a noticeable improvement in students' listening performance. The distribution of scores shifted positively, with the Very Good category increasing by 23%, while the Good, Enough, Less, and Very Less categories decreased by 3%, 5%, 8%, and 6%, respectively. Statistical analysis further supported this improvement. The Shapiro–Wilk test showed that both pretest (sig = 0.078) and posttest (sig = 0.074) data were normally distributed. The Levene's Test indicated homogeneous variance (sig = 0.310 > 0.05). The Paired Sample t-test revealed a significant difference between pretest and posttest scores (sig = 0.000 < 0.05). The t-value obtained was |9.093|, exceeding the t-table value of 2.033, confirming a statistically significant effect. These findings align with Flayelle et al.'s theory of binge-watching, which highlights motivational and engagement factors, as well as Goh and Vandergrift's listening theory, which emphasizes the integration of bottom-up and top-down processes during comprehension.

TABLE OF CONTENTS

LIST OF TABLES

xi

LIST OF PICTURE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Research Background

The development of digital technology has brought significant changes in the way people enjoy entertainment. This progress includes the presence of smart devices, high-speed internet, and technology-based applications that allow instant access to information and entertainment.[1] For example, people can now access various types of content, from music, movies, to television series, just through their mobile devices. This convenience not only changes the pattern of entertainment consumption but also creates new habits in enjoying media intensively.[2]

Along with these developments, over-the-top (OTT) services such as YouTube, Hulu, Amazon Prime, and Netflix have become increasingly popular. These services provide on-demand content, allowing users to watch anytime and anywhere without relying on traditional television broadcast schedules. This phenomenon then gave birth to the term binge-watching, where users watch several episodes or seasons of a series at one time without a break.[3]

One form of entertainment that is now dominating is streaming services, such as Netflix. Netflix has become a popular platform that provides

---

[1] Halifa Haqqi and Hasna Wijayati, *Revolusi Industri 4.0 di Tengah Society 5.0: Sebuah Integrasi Ruang, Terobosan Teknologi, dan Transformasi Kehidupan di Era Disruptif* (Anak Hebat Indonesia, 2019).

[2] Dr Jokhanan Kristiyono M.Med.Kom S. T., *Konvergensi Media: Transformasi Media Komunikasi di era digital pada Masyarakat Berjejaring* (Prenada Media, 2022).

[3] Emily Walton-Pattison et al., ‗‗Just One More Episode': Frequency and Theoretical Correlates of Television Binge Watching,‖ *Journal of Health Psychology* 23, no. 1 (2018): 17–24.

1

a variety of series and films from various countries, including English-language series. With increasingly easy internet access, watching marathons or binge-watching has become a widespread phenomenon, especially among students.[4]

Binge-Watching, according to Flayelle, Maèva, Pierre Maurage, and Joël Billieux, is the activity of watching several episodes or entire seasons of a television series continuously in one sitting. This activity has various psychological and cognitive impacts. One of the positive potentials of Binge-Watching English-language series is its ability to improve listening skills or listening comprehension.[5] This skill is very important, especially for English Education students who must have good listening skills to support their learning and professionalism in the future.

Ideally, watching English-language series intensively can help students improve their listening comprehension skills. However, the reality is that many students use streaming platforms like Netflix more for entertainment than as a learning tool. One phenomenon that has emerged is Binge-Watching, where students watch several episodes or even an entire season of a series in one sitting. This habit often leads to cognitive fatigue, which can reduce their ability to comprehend the conversations in the series. Therefore, this study aims to explore more deeply the impact of Binge-Watching English series on

---

[4] Maèva Flayelle et al., *Toward a Qualitative Understanding of Binge-Watching Behaviors: A Focus Group Approach*, Journal of Behavioral Addictions, December 1, 2017, https://akjournals.com/view/journals/2006/6/4/article-p457.xml.

[5] Maèva Flayelle, Pierre Maurage, and Joël Billieux, ―Toward a Qualitative Understanding of Binge-Watching Behaviors: A Focus Group Approach,‖

the listening skills of English Language Education students of UIN Kiai Haji Achmad Siddiq Jember.

English Education students are required to master various aspects of the language, one of which is listening skills. This skill is not only important in academic contexts, but also in their professional lives as teachers or active English users in the future. However, many students face difficulties in understanding the various accents, speech rates, and idioms in English conversations. The phenomenon of Binge-Watching English series can be an opportunity to increase their exposure to the target language in an interesting and relevant way.

In the context of UIN Kiai Haji Achmad Siddiq Jember students, binge-watching can be used as an informal learning strategy that supports the development of listening comprehension. However, there is a need to explore how this habit specifically affects their listening skills, given that this approach is still rarely addressed in previous studies. This study not only evaluates the impact of binge-watching but also how it can be integrated into more effective language learning methods.

English education in Indonesia is based on government regulations, such as Law No. 20 of 2003 concerning the National Education System, which emphasizes the importance of mastering foreign languages, especially English, to improve global competitiveness. In addition, the current curriculum states that listening skills are one of the core competencies that must be mastered by students and college students.

Several previous studies have shown the potential benefits of Binge-Watching in language learning. For example, research by Susanti revealed that watching English-language films or series can improve students' vocabulary and language comprehension.[6] However, the study did not specifically address the influence between binge-watching and listening comprehension skills.

The Binge-Watching Theory by Flayelle, Maèva, Pierre Maurage, and Joël Billieux explains that this activity has cognitive, emotional, and social dimensions that can affect individuals. In the context of language learning, Binge-Watching can be an effective medium to increase exposure to the target language.[7] Meanwhile, the Listening Comprehension theory by Vandergrift and Goh emphasizes that listening skills require interaction between top-down (contextual knowledge) and bottom-up (phonetic and lexical processing) processes, which can be strengthened through intensive listening practice such as watching English-language series.[8]

The urgency of this research lies in the need to empirically examine the effect of binge-watching English Netflix series on students' listening comprehension ability. Listening comprehension is a fundamental skill for English Education students, who are expected to understand spoken English accurately in academic and real-life contexts. Despite this expectation, many

---

[6] Desi Susanti, ―The Correlation Between Students' Habit Of Watching English Movie And Their Vocabulary At The Second Grade Of Madrasah Aliyah Hasanah Pekanbaru‖ (Universitas Islam Negeri Sultan Syarif Kasim Riau, 2019), https://doi.org/10/13.CHAPTER%20IV.pdf.

[7] Flayelle et al., *Toward a Qualitative Understanding of Binge-Watching Behaviors*, December 1, 2017.

[8] Christine C. M. Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action*, 2nd ed. (Routledge, 2021), https://doi.org/10.4324/9780429287749.

students still experience difficulties in comprehending authentic spoken English due to limited exposure to natural language input in conventional classroom instruction.

Although binge-watching English series has become a common activity among university students, its effectiveness in improving listening comprehension has not been sufficiently supported by statistical evidence, particularly within the context of English Education students. Therefore, this study is urgently needed to measure and verify the extent to which binge-watching influences students' listening comprehension performance through pretest and posttest comparison. The findings of this research are expected to provide empirical evidence that supports the use of binge-watching as a learning strategy and to contribute to the development of data-driven English listening instruction.

This study offers a new perspective by examining the impact of Binge-Watching on a specific aspect of listening skills, namely listening comprehension. By focusing on English Language Education students, the title of the study raised by the researcher is —The Influence of Binge-Watching English Netflix Series on Listening Comprehension among Students of English Education UIN Kiai Haji Achmad Siddiq Jember‖.

B. **Research Question**

Based on the background of the problem that has been explained, the research question that is the main focus of this study is; Is there an influence of

the Binge-Watching english Netflix series on listening comprehension among university students?

C. Research Objective

Based on the formulation of the problem explained above, this research aims to find out whether or not there is an influence of Binge-Watching English Netflix series, on listening skills among college students of English Education UIN Kiai Haji Achmad Siddiq Jember Class of 2025.

D. Research Significant

1. Theoritical Significant

This study is expected to contribute to enriching the literature on the use of entertainment media such as binge-watching as an English learning strategy. Specifically, this study can strengthen theories that link intensive activities of watching English content with increased listening comprehension skills, as well as provide new insights into the application of Binge-Watching and Listening Comprehension theories in the context of English learning.

2. Practical Significance

a. For Researchers

This study provides empirical experience for researchers in identifying and analyzing the impact of Binge-Watching on listening comprehension skills. The results of this study can also be a basis for developing further, more in-depth research in relevant fields.

b. For Readers

This study provides insight for readers, especially students, educators, and language practitioners, regarding the benefits of Binge-Watching as an alternative method to improve listening skills. In addition, readers can understand how habits that have so far been considered as mere entertainment can be utilized in the context of education.

c. For Institutions

The results of this study can be a reference for educational institutions, especially English Language Education study programs, in designing innovative and relevant learning strategies to the needs of today's generation of students. By utilizing modern entertainment media, institutions can create a more interesting and effective learning environment.

E. **Research Scope.**

This research is limited to the use of the Netflix series *Dash & Lily* as the treatment and research instrument. Respondents are required to binge-watch *Dash & Lily* for one week, consisting of 8 episodes with an average duration of approximately 25 minutes each. This limitation ensures that the English input exposure is uniform across all participants and provides a consistent basis for measuring the effect of binge-watching on listening comprehension.

The independent variable is Binge-Watching, which refers to the activity of watching multiple episodes of a series in a single sitting. This variable is measured through three specific indicators: (1) watching motivation, which describes the reasons and interests that encourage viewers to binge-watch; (2) watching engagement, which refers to the level of involvement and emotional connection the viewers experience while watching; and (3) structural characteristics of the series, which include narrative techniques, cliffhangers, and episode structures that may influence the binge-watching behavior.[9]

The dependent variable is listening comprehension, which is defined as the ability to understand spoken English content accurately and meaningfully. Listening comprehension in this study is measured through six indicators: (1) listening for detail, which involves capturing specific information; (2) listening for global understanding, which focuses on grasping the overall meaning; (3) listening for main ideas, which refers to identifying the central points conveyed; (4) listening inference, which measures the ability to draw conclusions based on implicit information; (5) listening for prediction, which assesses the ability to anticipate what happen next; and (6) listening selectively, which means focusing on important information while ignoring irrelevant parts.[10]

The empirical indicators above are important to support validity and reliability in research. In addition, the use of measurement instruments such as

---

[9] Flayelle et al., *Toward a Qualitative Understanding of Binge-Watching Behaviors*, December 1, 2017.

[10] Goh and Vandergrift, *Teaching and Learning Second Language Listening*, 2nd ed.

pre-tests and post-tests with well-designed questions can help collect empirical data needed for quantitative analysis in this study.

F. **Definition of Key Terms**

In order not to cause doubt and misunderstanding of the readers in interpreting the terms in this study, the author explain the terms. There are several terms used in this study, namely :

1. **Binge-Watching**

Binge-watching is the activity of watching several episodes or entire seasons of a television series continuously in one sitting without a break. This activity is usually facilitated by streaming services such as Netflix, which allow users to access content on demand without time or place restrictions.[11]

In this study, binge-watching is defined as the habit of English Language Education students of UIN Kiai Haji Achmad Siddiq Jember class of 2025 in watching English-language television series via Netflix. This habit is measured through intensity (how many episodes are watched in one session), duration (length of time watching), and frequency (how often this activity is done).

2. **Netflix Series**

Netflix series are television series produced or distributed by the Netflix platform, spanning a variety of genres and languages, including

---

[11] Flayelle et al., *Toward a Qualitative Understanding of Binge-Watching Behaviors*, December 1, 2017.

English-language series. The series offer content that can be accessed on demand, with episodes released all at once or in installments.

In this study, Netflix series refers to English-language television series watched by students as part of their binge-watching habits. These series were chosen because they have diverse content and can increase students' exposure to English through cultural context, natural conversations, and a variety of accents.

3. Listening Comprehension

Listening comprehension is the ability to understand spoken information that includes phonetic, lexical, and semantic processing, and integrate that information with relevant context. Vandergrift and Goh explain that listening comprehension involves bottom-up (analysis of sound elements) and top-down (utilization of background knowledge) processes).[12]

In this study, listening comprehension is defined as the ability of English Education students to understand conversations or speech in English series. The aspects assessed include accent recognition, idiom comprehension, and overall interpretation of meaning, which are measured through a listening comprehension test.

G. Hypothesis

Hypothesis is a temporary statement or assumption that still needs to be proven through the process of collecting and analyzing data. In quantitative research, the hypothesis has an important role as a direction in testing the

---

[12] Goh and Vandergrift, *Teaching and Learning Second Language Listening*, 2nd ed.

relationship between variables.[13] Hypotheses are formulated based on theoretical foundations, previous research results, and previously formulated assumptions.

Based on the formulation of the problem and research objectives, the research hypothesis is as follows :

H_0 : There is no significant influence between binge-watching English Netflix series on listening comprehension among students of English education UIN Kiai Haji Achmad Siddiq Jember Class of 2025.

H_a : There is significant influence between binge-watching English Netflix series on listening comprehension among students of English education UIN Kiai Haji Achmad Siddiq Jember Class of 2025.

H. Systematic Discussion

This undergraduate thesis was organized into five chapters with systematic as follows,

Chapter I is introduction. It consisted of research backgrund, research problem, research objective, research significant, research scope which contained research variable and indicator variable, definition of key term, research assumption, research hypothesis, and systematic discussion.

Chapter II is literature review which consist of previous research and theoritical review.

---

[13] Sugiyono, *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)* (Alfabeta, 2008).

Chapter III is research method. It contained research design, population and sample, research instrument, data collection method, data analysis.

Chapter IV is findings and discussion. It consisted of the description of data, data analysis, hypothesis testing, and discussion.

Chapter V is closing. It consisted of conclusion of the research and the suggestion for english teacher, students and further researcher.
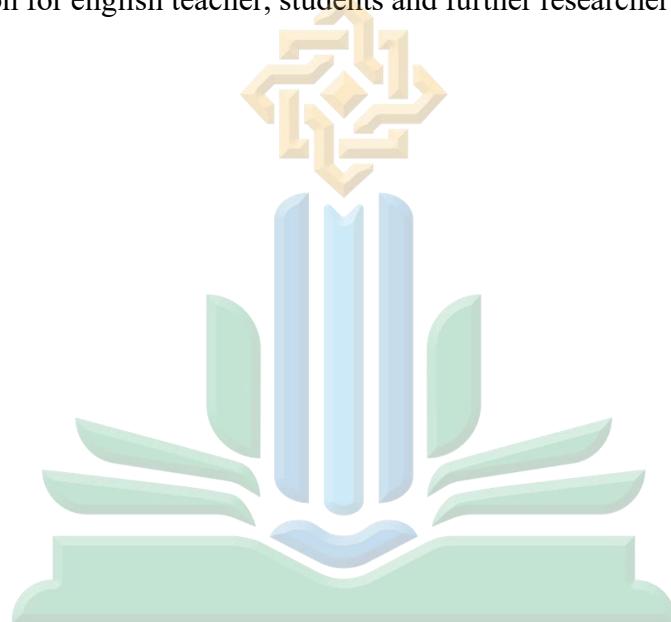
CHAPTER II

LITERATUR REVIEW

A. Previous Research

In a research, it is necessary to support the results of previous research that already exist and become an inspiration for researchers. Therefore, researchers examine and review previous studies from several previous studies that are related or almost the same as the research being conducted, such us :

The first research was conducted by Anastasia Pattemore and Carmen Muñoz (2023) entitled ―The effects of binge-watching and spacing on learning L2 multi-word units from captioned TV series‖.[28] The research method used is Experiment (3 groups: binge-watching, spaced viewing, control). In this study, the theory used is Massed vs. spaced learning and multimodal input. The results of this study indicate that Spaced viewing (distance) is more effective than binge-watching for vocabulary learning in the form of multi-word units.

The Second research was conducted by Bhagaskoro Ardhianto Kurniawan and Khoirul Anwar (2024) entitled ―The Perception of Student and Teacher of Netflix English to English Subtitle: Correlating Engagement, Motivation, and Listening Ability‖.[29] The research method used is Mixed-method (quantitative and interview). In this study, the theory used is Affective Filter Hypothesis (Krashen) and motivational theory. The results of this study

---

[28] Anastasia Pattemore and Carmen Muñoz, ―The Effects of Binge-Watching and Spacing on Learning L2 Multi-Word Units from Captioned TV Series,‖ *The Language Learning Journal* 51 (May 2023): 1–15, https://doi.org/10.1080/09571736.2023.2211614.

[29] Bhagaskoro Ardhianto Kurniawan and Khoirul Anwar, ―The Perception of Student and Teacher of Netflix English to English Subtittle: Correlating Engagement, Motivation, and Listening Ability,‖ *English Review: Journal of English Education* 12, no. 3 (2024): 1299–310, https://doi.org/10.25134/erjee.v12i3.11167.

indicate that Subtitles help understanding and increase interest in learning listening. However, the effect depends on the student's learning strategy.

The Third research was conducted by Femalinda Anindita Rachmi and Mariska Intan Sari (2022) entitled ―Students' Habit in Watching English Movies and Its Correlation with their English Listening Skills‖.[30] The research method used is Quantitative correlational. In this study, the theories used are Habit theory and theory of language exposure. The results of this study indicate that there is a positive relationship between the frequency of watching English-language films and students' listening test scores.

The Fourth research was conducted by Mithat Ekinci (2021) entitled ―The Effects of Using TV Series on Listening Achievement Level of EFL Students‖.[31] The research method used is a quantitative experiment with 2 groups, namely the control group and the experimental group. In this study, the theory used is Authentic material and audiovisual input theory. The results of this study indicate that students who watch TV series (Experimental group) show a significant increase in listening tests compared to the control group.

The Fifth research was conducted by Maraam M. Alutaybi and Nurah S. Alfares (2023) entitled ―A Prospective Study for Exploring Saudi EFL Learners' Strategic Listening Skills through Netflix from Teachers'

---

[30] Femalinda Anindita Rachmi and Mariska Intan Sari, ―Students' Habit in Watching English Movies and Its Correlation with Their English Listening Skills,‖ *Proceedings of Universitas Muhammadiyah Yogyakarta Graduate Conference* 2, no. 1 (2022): 1, https://doi.org/10.18196/umygrace.v2i1.408.

[31] Mithat Ek nc , ―The Effects of Using TV Series on Listening Achievement Level of EFL Students,‖ *International Journal of Language Academy* 9/3, no. 38 (2024): 38, https://doi.org/10.29228/ijla.52240.

Perspectives‖.[32] The research method used is Mixed-method (quantitative and qualitative) in this study the theory used is Listening strategies and media exposure. The results of this study indicate that Netflix supports the development of long-term listening strategies and provides a natural context for understanding foreign languages.

To understand the 5th studies above more easily, the following research presents details of the similarities and differences between previous research and the research conducted by the researcher :

Table 2. 1
The Similarities and Differences of Previous Research

No.	Researcher's Name and title	Similarities	Differences
1.	Anastasia Pattemore & Carmen Muñoz (2023) entitled —The effects of binge-watching and spacing on learning L2 multi-word units from captioned TV series‖	• Both discuss binge-watching in the context of English language learning. • Both use experimental research methods and involve viewing-based interventions.	• This study compared three groups (binge vs. spaced vs. control), while the researcher's study only used one test group (one group Pre-test–Post-test). • The focus of this study's results was on vocabulary acquisition, not listening comprehension. • The theory used is Massed vs. spaced learning and multimodal input.
2.	Bhagaskoro Ardhianto Kurniawan & Khoirul Anwar (2024) entitled —The Perception of Student and	• Both use Netflix as the object of research. • Both discuss listening comprehension skills.	• This research is not an experiment, but perception-based. • The theory used is different (Krashen), not Flayelle and Vandergrift. • Focus on subtitles, not the binge-watching

---

No.	Researcher's Name and title	Similarities	Differences
	Teacher of Netflix English to English Subtitle: Correlating Engagement, Motivation, and Listening Ability‖		phenomenon.
3.	Femalinda Anindita Rachmi and Mariska Intan Sari (2022) entitled ―Students' Habit in Watching English Movies and Its Correlation with their English Listening Skills‖	• Both relate watching activities to listening comprehension. • Both use quantitative instruments and measure results with listening tests.	• This research is correlational, there is no treatment/intervention such as Pre-test–Post-test. • It does not use the concept of binge-watching specifically, it only focuses on ―watching habits‖.
4.	Mithat Ekinci (2021) entitled ―The Effects of Using TV Series on Listening Achievement Level of EFL Students‖	• Both used Pre-test–Post-test to see the effect of viewing on listening skills. • Both examined the impact of audiovisual intervention on EFL students. • Both focused on listening comprehension.	• This study used two groups (control and experiment), while the researcher's study only had one group. • It does not mention binge-watching as an explicit variable. • The theory used is more general (audiovisual input), not Flayelle or Vandergrift.
5.	Maraam M. Alutaybi and Nurah S. Alfares (2023) entitled ―A Prospective Study for	• Both use Netflix and are related to the development of listening comprehension. • Both research the influence of digital	• Focuses on listening strategies, not direct improvement in listening scores. • Does not include Pre-test–Post-test, but rather interviews and

No.	Researcher's Name and title	Similarities	Differences
	Exploring Saudi EFL Learners' Strategic Listening Skills through Netflix from Teachers' Perspectives‖	media on language learning.	questionnaires. • Does not examine binge-watching as a psychological or behavioral variable.

Based on the comparison presented in the table above, it can be identified that previous studies have primarily examined the relationship or correlation between students' exposure to English audiovisual media and listening skills, or have focused on specific learning outcomes without employing a pre-experimental design. In addition, the theoretical frameworks of binge-watching proposed by Flayelle et al. and the cognitive listening processes outlined by Vandergrift et al. have not been systematically integrated in prior studies to explain listening improvement resulting from binge-watching activities. Therefore, this study addresses this research gap by empirically examining the influence of binge-watching on listening comprehension through a pre-experimental approach supported by psychological and cognitive theories.

B. Theoritical Review

1. **Binge-Watching**

   a. Definition of Binge-Watching

      Binge-watching is specifically defined as watching several episodes of a television series/drama series consecutively in one sitting, and can be used to escape negative emotions. According to the

initial definition from Pittman & Sheehan and Merikivi et al., binge-watching includes consuming more than one episode of the same serialized video content in a single sitting, indicating that the quantity aspect is indeed very important.[33] In addition, Deborah Castro et al. through an empirical study ―The binge-watcher's journey‖ found that binge-watchers often experience high levels of narrative transportation a state of intense emotional and cognitive immersion in the story although this is sometimes offset by multitasking behavior (checking other screens while watching).[34] This supports the idea that binge-watching is more than just the amount of time spent watching, but rather that this activity triggers deep cognitive and emotional processes.

Mareike Jenner describes the early history of how binge-watching came about. This started from DVDs which allowed individuals to control their desires in consuming media. At this time, convenience is provided by the existence of online streaming services that provide facilities for their favorite show marathons. The result of technological evolution that represents a shift from television that has

---

[33] Sarah E. Erickson et al., ―An Experimental Examination of Binge Watching and Narrative Engagement,‖ *Social Sciences* 8, no. 1 (2019): 1, https://doi.org/10.3390/socsci8010019.

[34] Deborah Castro et al., ―The Binge-Watcher's Journey: Investigating Motivations, Contexts, and Affective States Surrounding Netflix Viewing,‖ *Convergence* 27, no. 1 (2021): 3–20, https://doi.org/10.1177/1354856519890856.

its own broadcast schedule for a content or show is what is then called binge-watching.[35]

Flayelle and colleagues expanded on this definition by suggesting the measurement of three main dimensions: viewing motivation, emotional engagement, and structural characteristics of the series (e.g., cliffhangers that encourage continuation). They even identified four profiles of binge-watchers avid, recreational, unregulated, and regulated that reflect different levels of motivation and self-control.[36]

Conceptually, binge-watching can be understood as a phenomenon of continuous audiovisual consumption accompanied by emotional motivations (need for mood, entertainment, escapism), high levels of mental engagement, and a serial narrative design that facilitates session prolongation (such as cliffhangers).[37]

b. Aspects of Binge-watching

There are 3 aspects of Binge-watching presented by Flayelle et al., [38] including :

---

[35] Mareike Jenner, *Binge-Watching and Contemporary Television Research* (Edinburgh University Press, 2022), 10.

[36] Maèva Flayelle et al., ―Toward a Qualitative Understanding of Binge-Watching Behaviors: A Focus Group Approach,‖ *Journal of Behavioral Addictions* 6, no. 4 (2017): 457–71, https://doi.org/10.1556/2006.6.2017.060.

[37] Jolanta A. Starosta and Bernadetta Izydorczyk, ―Understanding the Phenomenon of Binge-Watching—A Systematic Review,‖ *International Journal of Environmental Research and Public Health* 17, no. 12 (2020): 12, https://doi.org/10.3390/ijerph17124469.

[38] Flayelle et al., ―Toward a Qualitative Understanding of Binge-Watching Behaviors,‖ 2017.

1) Watching Motivations

Refers to a person's psychological drive to watch a series in succession. Flayelle et al. developed the Watching TV Series Motives Questionnaire (WTSMQ) instrument that identifies several dimensions of motivation, including coping or escapism (escape from stress or loneliness), emotional enhancement (watching to feel certain emotions such as tension or excitement), enrichment (seeking insight or inspiration), and social motivation (watching to be able to engage in conversations or communities that discuss the series). These motivations reflect that binge-watching is not just a passive activity, but is loaded with certain psychological goals and needs.

2) Watching Engagement

Refers to how much an individual is emotionally and cognitively attached to the series they watch. Through the Binge-Watching Engagement and Symptoms Questionnaire (BWESQ), Flayelle et al. showed that engagement includes the feeling that the series is part of the viewer's life, that they feel connected to the characters, and that the activity of watching provides a sense of satisfaction and emotional comfort.

3) Structural Characteristic of Series

Narrative elements that are intentionally designed to maintain the audience's attention. Modern television series,

especially on platforms like Netflix, often use cliffhangers at the end of episodes, continuous storylines, and easy access to the next episode (auto-play), which psychologically encourages viewers to continue watching. These characteristics are what Flayelle believes play an important role in forming the habit of binge-watching.

c. Binge-watching Factors

According to Rubenking et al., they provide an outline including :[39]

1) Feeling of Unpredictability

A feeling of hopelessness and helplessness in individuals due to the inability to deal with events or incidents that suddenly appear in their lives.

2) Feeling of Uncontrollability

The inability of individuals to control or control themselves with external or internal pressures so that it influences individual behavior which makes it an experience.

3) Feeling of Overloaded

Emotions that arise due to pressure are characterized by feelings of hatred, low self-esteem, anxiety and psychotic symptoms, etc.

---

[39] Bridget Rubenking et al., ―Defining New Viewing Behaviours: What Makes and Motivates TV Binge-Watching?,‖ *International Journal of Digital Television* 9, no. 1 (2018): 69–85, https://doi.org/10.1386/jdtv.9.1.69_1.

d. Characteristics of Binge-Watching

Walton-Pattison et al. highlighted the psychological characteristics of binge-watching, namely the feeling of being unable to stop (loss of control), guilt after a long viewing session (post-binge regret), and postponement of daily responsibilities. These characteristics are often associated with compulsive binge-watching, but not all forms of binge-watching are negative.[40]

Flayelle et al. also revealed that the typical characteristics of binge-watching include :[41]

1) Long viewing durations, often exceeding two hours in one sitting

2) Consistency or repetition in watching where binge-watching is done regularly over a certain period of time

3) High emotional involvement, which is a condition where the audience feels internally driven to continue episode after episode because of their attachment to the storyline and characters.

2. **Netflix**

a. Netflix History and Characteristics

Netflix is one of the most influential internet-based entertainment content providers in the world today. Founded in 1997 by Reed Hastings and Marc Randolph in California, United States,

---

[40] Emily Walton-Pattison et al., ―‗Just One More Episode': Frequency and Theoretical Correlates of Television Binge Watching,‖ *Journal of Health Psychology* 23, no. 1 (2018): 17–24, https://doi.org/10.1177/1359105316643379.

[41] Flayelle et al., ―Toward a Qualitative Understanding of Binge-Watching Behaviors,‖ 2017.

Netflix was initially just a DVD rental service by mail.[42] However, in 2007, the company made a major transformation by introducing on-demand streaming services, which allowed customers to watch movies and television series directly via the internet anytime and anywhere.[43] This change in business model made Netflix a pioneer in the global digital entertainment industry.

Currently, Netflix is available in over 190 countries with hundreds of millions of active subscribers, and provides a variety of content in multiple languages, including English as the dominant language.[44] One of Netflix's main strengths lies in its use of technology that makes it easy for users to watch continuously, such as auto-play features, personalized algorithm recommendations, and subtitle and audio settings that support cross-language users. In the context of foreign language learning, this allows users to gain intensive language exposure in a natural and enjoyable setting.

b. Netflix Series as Binge-Watching Media

Netflix is widely known for its strength in producing and distributing original series across genres, languages, and audience segments. Netflix English-language series such as Stranger Things, The Crown, Wednesday, and Bridgerton have gained global popularity due to their production quality, engaging storylines, and strong

---

[42] ―Sejarah Netflix: Dari Berdiri Hingga Saat Ini,‖ accessed July 5, 2025, https://www.showmetech.com.br/id/sejarah-yayasan-netflix-hingga-saat-ini/.

[43] Jenner, *Binge-Watching and Contemporary Television Research*, 7.

[44] Chuck Tryon, *On-Demand Culture: Digital Delivery and the Future of Movies* (2013), https://doi.org/10.36019/9780813561110.

characters. Most importantly, the narrative structure of Netflix series is very conducive to binge-watching behavior, as each episode usually ends with a cliffhanger that encourages viewers to continue watching without interruption.[45]

These series use authentic English in various social and cultural contexts, which is very relevant in listening learning. The dialogues featured in Netflix series reflect real conversations, including idiomatic expressions, slang, natural intonation, and accents such as British, American, and Australian English. Intense exposure to these forms of language can help students improve their listening skills through direct and contextual reinforcement of language input.[46]

In addition, since entire seasons of a series are often released simultaneously, Netflix encourages users to binge-watch in a short period of time. Thus, Netflix series not only serve as entertainment, but also as a potential means of increasing exposure to English, especially in the context of informal learning that is relevant to today's digital generation. Therefore, Netflix series become the main media in this study to explore its effects on students' listening comprehension.

3. **Listening Comprehension**

a. Definition of Listening Comprehension

Listening comprehension is one of the receptive skills in language learning which is very complex because it involves

---

[45] Flayelle et al., ―Toward a Qualitative Understanding of Binge-Watching Behaviors,‖ 2017.
[46] Christine C. M. Goh and Larry Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action* (Routledge, 2012), https://doi.org/10.4324/9780203843376.

simultaneity between physiological, psychological and linguistic processes. Vandergrift & Goh define listening comprehension as an active process in which the listener constructs meaning from oral input by relying on linguistic knowledge, contextual clues, and strategic listening. In their view, listening is not only a passive way of receiving sound, but is an active process that includes decoding sound signals, interpreting meaning, and integrating information with existing knowledge.[47]

Buck also reinforces that listening skills involve interaction between bottom-up processing (processing from phonemes to meaning) and top-down processing (using context and background knowledge to interpret messages).[48] Thus, listening comprehension is the result of complex audio processing that requires linguistic skills, concentration abilities, and metacognitive strategies.

In the context of learning English as a foreign language (EFL), listening comprehension becomes a challenge in itself because learners have to deal with a variety of accents, speaking speeds, idiomatic vocabulary, and sentence structures that cannot always be understood immediately. Therefore, as Field stated, listening instruction should not only focus on input, but also on listening

---

[47] Goh and Vandergrift, *Teaching and Learning Second Language Listening*.
[48] Gary Buck, *Assessing Listening*, Cambridge Language Assessment (Cambridge University Press, 2001), https://doi.org/10.1017/CBO9780511732959.

strategies, such as making predictions, filtering important information, and improving understanding based on context.[49]

b. Listening Comprehension Indicators

In this study, listening comprehension is defined as students' ability to understand spoken messages from native speakers in authentic contexts, such as those found in English-language Netflix series. Referring to the theory of Vandergrift et al., this ability is measured through six indicators,[50] namely:

1) Listening for Detail

Refers to the ability to listen to specific information such as numbers, names, dates, or important facts that are explicit in spoken material. This ability reflects a bottom-up process, where the listener must capture basic linguistic units such as words or phrases to understand the exact meaning. This indicator is important for understanding the content of everyday conversations or factual reports.

2) Listening for Main Ideas

Namely the ability to recognize the main idea or the gist of the conversation. The listener not only hears individual information, but also constructs the main idea that becomes the common thread of the spoken message. This ability requires interaction between bottom-up and top-down processing, because

---

[49] John Field, *Listening in the Language Classroom*, Cambridge Language Teaching Library (Cambridge University Press, 2009), https://doi.org/10.1017/CBO9780511575945.

[50] Goh and Vandergrift, *Teaching and Learning Second Language Listening*.

the listener needs to interpret information based on structure and context.

3) Listening for Global Understanding

Is the ability to grasp the overall meaning of spoken text without getting caught up in small details. This indicator relies more on top-down processes, where the listener uses schemata, experiences, or previous understandings to gain an overall understanding of a conversation, interview, or narrative.

4) Listening to Make Inferences

Demonstrates the listener's ability to draw logical conclusions from information that is not explicitly conveyed. This skill tests a deep understanding of implicit meanings and relationships between ideas, and develops critical thinking skills in the context of listening.

5) Listening to Predict

Involves the ability to predict what information come next based on linguistic clues and previous context. Active listeners construct predictions from what they hear, which is an important characteristic of efficient and reflective listeners.

6) Listening Selectively

Is the ability to focus attention on a particular part of spoken material, especially when the information needed is only a portion of the entire content. This ability is important when the

listener is faced with dense information or must listen for a specific purpose, such as answering questions or noting important information.

4. **Relationship between Binge-Watching and Listening Comprehension**

In recent years, binge-watching has become a common media consumption practice among college students, especially with the ease of access to streaming services such as Netflix. This activity not only provides entertainment, but also has the potential to expand exposure to the target language, especially in the context of learning a foreign language such as English. According to Flayelle et al., binge-watching involves high viewing intensity with strong emotional involvement, as well as a tendency to watch continuously due to the narrative characteristics of the series. This intensity and frequency make binge-watching a form of structured exposure to continuous and authentic foreign language input.[51]

From a language learning perspective, intensive exposure to oral input is an important factor in improving listening skills. Krashen in his theory of the Input Hypothesis states that exposure to comprehensible input in meaningful contexts is the key to second language acquisition.[52] Netflix series, as an authentic medium, present natural conversations, idiomatic expressions, and various native speaker accents that not only help learners understand variations in spoken language, but also develop

---

[51] Flayelle et al., ―Toward a Qualitative Understanding of Binge-Watching Behaviors,‖ 2017.
[52] Stephen Krashen, ―The Input Hypothesis: An Update,‖ *Linguistics and Language Pedagogy: The State of the Art*, 1992, 409–31.

listening strategies such as meaning prediction, intonation recognition, and context understanding.

Several studies support this relationship. Abdullah & Rahman found that college students who regularly watched English-language series showed significant improvements in their listening skills, especially in understanding the main ideas and specific details of conversations.[53] Similar findings were reported by Damanik & Katemba, who linked binge-watching to increased sensitivity to sentence structure, new vocabulary, and intonation patterns.[54] Even in an international context, research by morth confirms that repeated exposure to audiovisual content can hone listening skills thanks to the brain's habituation to processing complex oral input.[55]

In addition, high emotional involvement during viewing is also believed to influence the quality of listening comprehension. In this case, Netflix series are the right media because they present narratively rich audio-visual content, thus triggering greater attention to spoken input. When students are emotionally involved with the characters and storyline, they subconsciously absorb language through context, gestures, facial

---

[53] Usman Abdullah and Indah Fadhilah Rahman, ―The Correlation Between Students‘ Habit in Watching Movie and Listening Skill,‖ *ETERNAL (English, Teaching, Learning, and Research Journal)* 3, no. 1 (2017): 97–106.

[54] Ivana Jane Damanik and Caroline Victorine Katemba, ―Netflix as a Digital EFL Learning Aid for Vocabulary Improvement: College Students‘ Perspective,‖ *ETERNAL (English, Teaching, Learning, and Research Journal)* 7, no. 2 (2021): 442–55.

[55] Michael morth, ―Television and Language Learning,‖ in *Handbook of Research on Teaching Literacy through the Communicative and Visual Arts* (Routledge, 2004).

expressions, and intonation, all of which are important in supporting spoken comprehension.

Thus, it can be concluded that binge-watching has strong potential in supporting the improvement of listening comprehension. Through repeated exposure to authentic input, narrative engagement, and enjoyable learning conditions, binge-watching can function as an indirect learning medium (informal learning) that complements the formal learning process. This study attempts to prove this influence quantitatively, by testing students' listening skills before and after they do the activity of binge-watching English series.
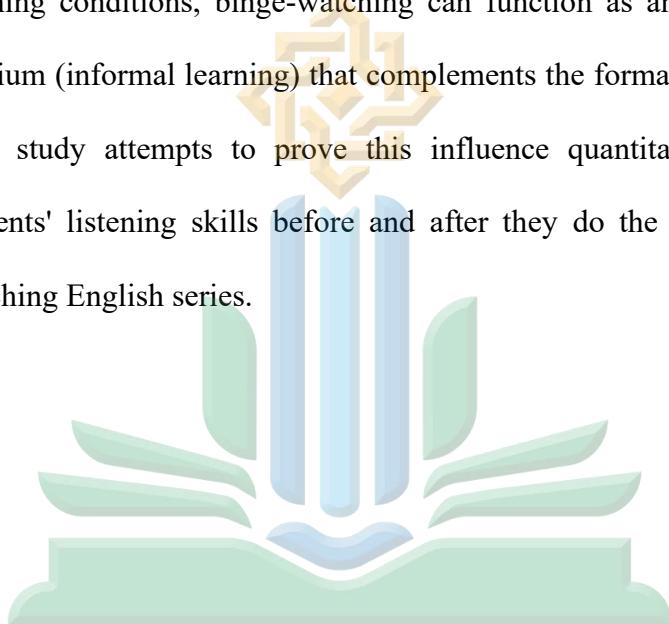
CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a pre-experimental research method. The design used was a one-group Pre-test-Post-test design. A one-group Pre-test-Post-test design is a pre-experimental design that includes a pre-test (test before treatment) and a post-test (test after treatment) within a single group.[84] This design can be described as follows :

$$O_1 \ X \ O_2$$

Picture 3. 1

One Group Pre-test-Post-test Design

Information :

X = treatment given (independent variable)

O_1 = experimental group Pre-test

O2 = Post-test of the experimental group (after being given treatment)

The effect of treatment on this design is (O_2-O_1). The thing being tested is the difference between O2 and O1. If there is a difference where O2 is greater than O1, then Binge-Watching has a positive effect on Listening Skills in English Language Education Students, and if O2 is smaller than O1, then the effect is negative. Variable X (Binge-Watching) acts as a treatment.

This study did not use a comparison class, but was conducted in only one class, the TBI-1 class of the English Language Education Study Program,

---

[84] Sugiyono, *Metode penelitian pendidikan*. 73

class of 2025. In this study, subjects were first given a Pre-test to measure the extent of students' listening skills. After completion, the treatment was continued, namely binge-watching a film series. After completion, students were given a Post-test to determine the extent of the effect of binge-watching on their listening skills.

B. Population And Sample

1. Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then conclusions drawn.[85] In the context of this research, the research population determined is all students of the English Language Education Study Program, class of 2025. The details of the population can be seen as follows :

Table   3.   1
Number of Population

No.	Class	Number of Students
1.	TBI-1	35
2.	TBI-2	36
3.	TBI-3	35
Total		**106**

Source: Academic Faculty of Tarbiyah and Teacher Training

---

[85] Sugiyono, *Metode penelitian pendidikan*. 80

2. Sample

A sample is a part of the number and characteristics of the population.[86] There are two types of sampling techniques: probability samples and non-probability samples. Probability samples are randomly selected samples, where each member of the population has an equal chance of being selected through a structured calculation process. Non-probability samples, on the other hand, are samples selected by the researcher based on specific considerations that align with the research objectives.[87]

Based on the various sampling techniques described above, the author chose to use a non-probability sampling technique. In this case, the researcher used a purposive sampling technique. Purposive sampling is the technique of determining a sample based on specific considerations. The researcher selected participants based on specific characteristics or criteria relevant to the research objectives.[88]

The selection of the research sample was based on purposive sampling, employing several predetermined criteria to ensure the suitability of participants with the objectives of the study. The criteria for selecting the sample were as follows:

---

[86] Vista Yuliantika, Yohanes Bahari, and Riama Alhidayah, ―Pengaruh Aktivitas Belajar Terhadap Hasil Belajar Siswa Dalam Pembelajaran Sosiologi Kelas XI IPS MAN 2 Pontianak,‖ *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 7, no. 12 (December 19, 2018): 4, https://doi.org/10.26418/jppk.v7i12.30208.

[87] Suharsimi Arikunto, ―Metode Peneltian,‖ *Jakarta: Rineka Cipta* 173, no. 2 (2010).

[88] Sugiyono, *Metode penelitian pendidikan*.

a. The participants were active students of the English Education Department (Tadris Bahasa Inggris) at UIN KHAS Jember.

b. The participants had prior experience watching English-language films or series on streaming platforms, particularly Netflix.

c. The participants demonstrated a tendency to engage in binge-watching behavior, indicated by watching more than one episode of a series in a single viewing session.

d. The participants reported a habitual or frequent exposure to English audiovisual content as part of their daily or weekly activities.

Based on the initial identification results of the three classes in the English Language Education Study Program, the most suitable for the study was Class TBI-1. This class was deliberately chosen based on the results of preliminary interviews conducted between 20–30 September 2025 with students from three classes.

The interview results indicated that students in Class TBI-1 predominantly possess viewing habits, learning preferences, and behavioral characteristics that align with binge-watching strategies, such as frequently watching English-language series on streaming platforms, being accustomed to watching multiple episodes consecutively, and demonstrating high engagement with English audiovisual content. These characteristics are considered essential to ensure that the treatment binge-watching the English Netflix series Dash & Lily could be implemented effectively and consistently throughout the research period. Therefore,

Class TBI-1 was selected as the research sample because it met the predetermined criteria and was deemed the most appropriate group to represent students with binge-watching tendencies relevant to the purpose of this study.

C. Data Collection

Before explaining the instruments used in this study, it is important to first explain that the Dash & Lily series was chosen as the experimental medium for the research treatment. This series is a Netflix Original Series released in 2020, consisting of 8 episodes with an average duration of 25 minutes per episode. The series uses American English with clear dialogue, light themes, and conversations relevant to the daily lives of teenagers and college students, making it very suitable for use in developing students' listening comprehension skills.

The selection of Dash & Lily was based on several considerations :

1. The language and dialogue are authentic and easy to understand, reflecting real conversations in informal contexts.

2. English subtitles are available, supporting gradual understanding.

3. Legal availability on Netflix Indonesia ensures the legality of the media used.

In this study, the treatment was carried out by assigning respondents to watch the Netflix series Dash & Lily at every meeting, which in this case was 3 meetings. To optimize the exposure to authentic English input, the series primarily be watched without subtitles. However, for the first 1–2 episodes,

English subtitles may be provided as an initial adaptation stage to help students familiarize themselves with the characters, storyline, and context. After this stage, students are required to continue watching the remaining episodes without subtitles, so that their listening comprehension can be measured more accurately. After the treatment, the researchers compared the students' listening comprehension skills before and after watching the series using a pre-prepared test instrument.

D. Research Instrument

A research instrument is a tool used by researchers to collect data relevant to the focus and objectives of the study.[89] In this study, the instrument used was a listening comprehension test designed based on indicators from Vandergrift and Goh's theory. This test was used to measure the differences in students' listening abilities before and after being given treatment in the form of binge-watching English-language Netflix series.

This research design uses a one-group Pre-test-Post-test model, so the instrument used must be able to capture developments or changes in the same group of subjects. Therefore, the researchers used two measurements :

1. A Pre-test was conducted before the treatment was administered to determine students' initial listening comprehension skills.

2. A Post-test was conducted after students had binge-watched several episodes of a Netflix series to determine whether there had been any improvement in their listening skills.

---

[89] Purwanto, *Evaluasi hasil belajar* (Pustaka Pelajar, 2009).

Both tests consist of 20 multiple-choice questions designed to assess students' listening comprehension. The test materials are presented in the form of short conversational dialogues that reflect daily communication in natural English at the intermediate level (B1–B2). The questions were adapted and modified from the book IELTS Hacks: Tips-Trik Praktis Skor 7,5+ to ensure the test's validity, linguistic appropriateness, and suitability for intermediate-level learners.[90] The results of both tests are analyzed quantitatively to determine whether there is a significant difference in students' listening comprehension performance before and after the treatment.

The following is a description of the scale used in this study :

1. Listening for detail, which involves capturing specific information;

2. Listening for global understanding, which focuses on grasping the overall meaning;

3. Listening for main ideas, which refers to identifying the central points conveyed;

4. Listening inference, which measures the ability to draw conclusions based on implicit information;

5. Listening for prediction, which assesses the ability to anticipate what happen next; and

6. Listening selectively[91]

The table below illustrates the blueprint of the Pre-test and Post-test listening comprehension :

---

[90] Tim Pare Academy, *IELTS Hacks: Tips-Trik Praktis Skor 7,5+* (Forum Edukasi, n.d.), 7–21.

[91] Goh and Vandergrift, *Teaching and Learning Second Language Listening*.

Table 3. 2
***Blueprint* Pre-test and Post-test Listening Comprehension**

Variable	Indicator	Question Number	Total
Listening Comprehension	Listening for detail	1,2,3,4	4
	Listening for global understanding	5,6,7,8	4
	Listening for main ideas	9,10,11	3
	Listening inference	12,13,14	3
	Listening for prediction	15,16,17	3
	Listening selectively	18,19,20	3
Total			20

The determination of scores in this study, both Pre-test and Post-test, is as follows :

Table 3. 3
Score Determination

Answer Description	Each Question Item Score
True	5
False	0

Based on the table above, the determination of the Pre-test and Post-test scores is that if the answer is correct the score is 5, and if the answer is wrong the score is 0. The Pre-test and Post-test consist of 20 multiple choice questions with audio questions, so the total minimum score is 0 and the total maximum score is 100.

E. Data Analysis

To ensure that the data obtained in the research is accurate and meets the intended objectives, the research instrument must meet two important requirements: validity and reliability. Before being used in the research process, the questions were first tested in a class different from the experimental class. This test aimed to identify the item validity, reliability, and

difficulty level of each question. The following are the steps in testing the research instrument :

1. Instrument Test

    a) Validity Test

    The term "valid" refers to something that is acceptable or appropriate. Validity is defined as the ability of the instrument under consideration to measure the subject matter under consideration. Valid research findings are based on the extent to which the researcher's conclusions are consistent with what is observed in the subject matter.

    Scarvia B. Anderson and colleagues argue that a test can be considered authentic when it measures the same thing as the object being tested.[92] Measured with the criteria if $r_{count}>r_{table}$, then the instrument is declared valid, and if $r_{count}<r_{table}$ then it is declared invalid. At a significance level of α of 0.05 or 5%, with degrees of freedom (dk) = n-2. In this case, the number of samples is 35 and the magnitude of dk can be calculated as 35-2=33, so the r_{table} value is 0,283. The results of the validity test of the Listening Comprehension scale Pre-test, obtained the following results:

---

[92] Scarvia B. Anderson et al., *Encyclopedia of Educational Evaluation* (Jossey-Bass Publishers, 1975).

Table 3. 4
Results of The Pre-test Validity Test

No.	r_{count}	r_{tabel}	Validity
1	0,317	0,283	VALID
2	0,431	0,283	VALID
3	0,317	0,283	VALID
4	0,454	0,283	VALID
5	0,353	0,283	VALID
6	0,350	0,283	VALID
7	0,362	0,283	VALID
8	0,373	0,283	VALID
9	0,329	0,283	VALID
10	0,301	0,283	VALID
11	0,348	0,283	VALID
12	0,410	0,283	VALID
13	0,372	0,283	VALID
14	0,454	0,283	VALID
15	0,416	0,283	VALID
16	0,353	0,283	VALID
17	0,353	0,283	VALID
18	0,310	0,283	VALID
19	0,424	0,283	VALID
20	0,332	0,283	VALID

Source: SPSS Version 25 output (processed in 2025)

Next, the results of the validity test of the Listening

Comprehension scale Post-test:

Table 3. 5
Results of The Post-test Validity Test

No.	r_{count}	r_{tabel}	Validity
1	0,321	0,283	VALID
2	0,297	0,283	VALID
3	0,541	0,283	VALID
4	0,390	0,283	VALID
5	0,347	0,283	VALID
6	0,328	0,283	VALID
7	0,334	0,283	VALID
8	0,309	0,283	VALID
9	0,435	0,283	VALID
10	0,373	0,283	VALID
11	0,341	0,283	VALID

No.	r_{count}	r_{tabel}	Validity
12	0,380	0,283	VALID
13	0,323	0,283	VALID
14	0,341	0,283	VALID
15	0,300	0,283	VALID
16	0,390	0,283	VALID
17	0,403	0,283	VALID
18	0,301	0,283	VALID
19	0,390	0,283	VALID
20	0,334	0,283	VALID

Source: SPSS Version 25 output (processed in 2025)

Based on the validity calculation table above, the two trials each had 20 questions, obtained that all the questions had an r_{count} greater than r_{table}, namely 0.283, so that the questions were considered valid and could be used as a research instrument.

b) Reliability Test

Reliability refers to whether test scores are consistent. Reliability refers to the consistency of the results obtained. That was, how consistent an individual in dosing from one device to another, and from a set of items to another. To examine the reliability of the test, the researcher used the IBM SPSS Statistics 22 version of Cronbach's Alpha. If the value of Cronbach's alpha is greater than 0.60, the test is reliable. Where the confidence based on Cronbach's alpha coefficient was :

Table 3. 6
The Level of Reliability of *Cronbach's Alpha*

Cronbach's Alpha Coefficient	Level of Reliability
0,0 – 0,20	Very low reliable
>0,20 – 0,40	Low reliable
>0,40 – 0,60	Moderate reliable

| >0,60 – 0,80 | High reliable |
| >0,80 – 1,00 | Very High reliable |

Source : Multivariate Data Analysis

The reliability test for the Listening Comprehension Pre-test is

as follows :

Table 3. 7
Results of The Pre-test Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,646	20

Source: SPSS Version 25 output (processed in 2025)

The reliability test results above yielded a reliability coefficient

(r11) of 0.646, which is considered high reliability. Therefore, it can

be concluded that this Pre-test instrument can be relied upon as a

reliable and trustworthy data collection tool.

Next, the reliability test for the Listening Comprehension Post-

test is as follows :

Table 3. 8
Results of The Post-test Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,615	20

Source: SPSS Version 25 output (processed in 2025)

The reliability test results above yielded a reliability coefficient (r_{11}) of 0.615, which is considered high reliability. Therefore, it can be concluded that this Pre-test instrument can be relied upon as a reliable and trustworthy data collection tool.

c) Difficulty Level Test

Based on complexity and ease of completion, the difficulty index is a number that tells you how difficult or easy a task is. Using the difficulty index, you can measure how difficult a question is by assigning a value between 0 and 5. The formula for determining the difficulty index is as follows :[93]

$$ \_\_\_\_\_ $$

Information :

P   = difficulty index

B   = the number of students with correct answers

JS   = total number of students

Table 3.9
Interval of Difficulty Index

Range of Difficulty Index	Chategory
0,00 – 0,32	Difficult
0,33 – 0,66	Medium
0,67 – 1,00	Easy

Source   : Suharsimi Arikunto, 1998

Based on the formula above, the difficulty level of the Pre-test and Post-test questions is as follows :

---

[93] Amirono, *Evaluasi dan penilaian pembelajaran kurikulum 2013* (Gava Media, 2017).

Table 3. 10
Questions Difficulty Level

No.	Pre-test			Post-test		
	No. of Correct Answers	Difficulty Level	Info.	No. of Correct Answers	Difficulty Level	
1	22	0,63	Medium	26	0,75	
2	25	0,72	Easy	16	0,46	
3	34	0,98	Easy	28	0,80	
4	31	0,89	Easy	28	0,80	
5	28	0,80	Easy	27	0,78	
6	16	0,46	Medium	16	0,46	Medium
7	32	0,92	Easy	32	0,92	
8	30	0,86	Easy	21	0,60	
9	28	0,80	Easy	30	0,86	
10	17	0,49	Medium	14	0,40	
11	27	0,78	Easy	34	0,98	Easy
12	25	0,72	Easy	29	0,83	
13	23	0,66	Medium	14	0,40	Medium
14	31	0,89	Easy	30	0,86	
15	14	0,40	Medium	31	0,89	
16	28	0,80	Easy	28	0,80	Easy
17	28	0,80	Easy	30	0,86	
18	29	0,83	Easy	12	0,35	
19	18	0,52	Medium	30	0,86	
20	23	0,66	Medium	31	0,89	

Source: SPSS Version 25 output (processed in 2025)

2. Prerequisite Test

a) Normality Test

Using a normality test, you can determine whether the data distribution is random or normal. The test is performed to determine what type of information has been collected and whether it is typical or non-typical. A homogeneity test should be performed on the data if it comes from a normal distribution. To a certain degree of validity, the Kolmogorov-Smirnov test can be used to evaluate whether the data is normal with decision making :

- If the sig. value is < 0.05, the data is not normally distributed.

- If the sig. value is > 0.05, the data is normally distributed.

b) Homogeneity Test

The homogeneity of variance test should be used to assess whether samples collected from the same population have equal variances. Levene's statistical technique was used to conduct the homogeneity test in this study. Homogeneity testing requires the following :

- If the significance value > 0.05 then the data is homogeneous.

- If the significance value < 0.05 then the data is not homogeneous.

3. T-Test

According to Duwi Priyatno, the Paired Sample T Test hypothesis test on the Pre-test-Post-test values in the class with a significance level of 0.05 and $dk = N\text{-}1$.[94] This test is used to determine the difference between the average score before treatment (Pre-test) and the average score after treatment (Post-test) with decision making :

- H_1 is accepted if $t_{count} > t_{table}$

- H_0 is rejected if $t_{count} < t_{table}$

If $t_{count} > t_{table}$ then H_o is rejected and H_a is accepted, meaning that binge-watching English Netflix film series has an effect on listening skills in English Language Education students at Kiai Haji Achmad Siddiq State Islamic University, Jember.

---

[94] Duwi Priyatno, *Buku Saku Analisis Statistik Data SPSS* (Media Pressindo, 2011), 101.

If $t_{count} < t_{table}$ then H_a is rejected, meaning that binge-watching English Netflix film series doesn't effect on listening skills in English Language Education students at Kiai Haji Achmad Siddiq State Islamic University, Jember.

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Research Object Description

The population that became the subject of this study was 106 students who were active in the English Language Education Study Program at UIN KHAS Jember, class of 2025. Of this number, there were 35 students in Class TBI-1, 36 students in Class TBI-2, and 35 students in Class TBI-3. The further description is explained in the table below :

Table 4. 1
Number of English Education and Department Students

No.	Class	Number of Students
1.	TBI-1	35
2.	TBI-2	36
3.	TBI-3	35
Total		106

Source: Academic Faculty of Tarbiyah and Teacher Training

Based on the sampling technique, Class TBI-1 was the most suitable for this study. This is because the TBI-1 class has a high level of Netflix usage and a frequency of watching serials more than five times a week. Therefore, this study used one class with 35 samples from Class TBI-1, which were then given a Pre-test, treatment, and Post-test. The research implementation period is from 22 to 30 October 2025. Information regarding the characteristics of the samples collected during the research can be found in the following explanation :

1. Subjects Based on Gender

Based on findings from the field study, the results indicate that of

47

the total sample of 35 individuals, 5 were male (14.3%) and 30 were

female (85.7%), as outlined in Table 4.2 below:

Table 4. 2
Research Subject Data Based on Gender

Sample Description	Category	Total (n)	Percentage (%)
Gender	Male	5	14,3%
	Female	30	85,7%
	Total	35	100%

Source: SPSS Version 25 output (processed in 2025)

2. Subjects Based on Age

Based on findings from the field study, the results indicate that of

the total sample of 35 individuals, 5 were 17 years old (14.3%), 12 were

18 years old (34.3%), 16 were 19 years old (45,7%), and 2 were 20 years

old (5,7%), as outlined in Table 4.2 below:

Table 4. 3
Research Subject Data Based on Age

Sample Description	Category	Total (n)	Percentage (%)
Age	17 years	5	14,3%
	18 years	12	34,3%
	19 years	16	45,7%
	20 years	2	5,7%
	Total	35	100%

Source: SPSS Version 25 output (processed in 2025)

B. Finding Presentation

1. Treatment Implementation

The treatment was conducted to examine whether binge-watching

the Netflix series *Dash & Lily* could improve students' listening

comprehension ability. The treatment was applied for 3 meetings to watch

all eight episodes of *Dash & Lily*, with each episode lasting approximately

25 minutes. The series was chosen because it provides authentic, natural English conversations with various themes such as friendship, love, and self-discovery. This kind of authentic input allows learners to experience real-life listening situations in a meaningful context.

To explain the structure of the treatment, the binge-watching activity was categorized into three main indicators as proposed by Flayelle et al.: *Watching Motivations, Watching Engagement,* and *Structural Characteristics of the Series*. These indicators describe the behavioral and psychological aspects of the participants' involvement during the treatment process. The detailed explanation is presented in Table 4.4 below :

Table 4. 4
Indicators of Binge-Watching Activity during the Treatment

Indicator	Description	Treatment Implementation
Watching Motivations	The reasons and personal goals that drive participants to engage in binge-watching activities.	Participants watched *Dash & Lily* with the purpose of improving their listening comprehension while enjoying a meaningful story. The researcher encouraged them to identify listening aspects such as pronunciation, intonation, and vocabulary use throughout the episodes.
Watching Engagement	The level of concentration, emotional involvement, and continuity while watching multiple episodes in a row.	Students were asked to maintain focus and watch the series continuously each meeting according to

Indicator	Description	Treatment Implementation
		the plan. They were instructed to understanding unfamiliar expressions and reflect on how they understood the story.
Structural Characteristics of the Series	The narrative elements and format that make the series appealing and easy to follow, such as short episode duration, storyline continuity, and cliffhangers.	The series *Dash & Lily* consists of eight short episodes (about 25 minutes each), creating strong narrative coherence that keeps viewers emotionally involved. This structure supports sustained engagement and enhances listening exposure.

Before the treatment, students were given a Pre-test consisting of

20 multiple-choice items designed to measure their initial listening

comprehension ability. Throughout the treatment, students were required

to watch according to the scheduled plan shown in Table 4.5 below:

Table 4. 5
Schedule of Treatment Implementation

Meetings	Activity Description	Duration	Subtitle
1	Pre-Test	30 Minutes	-
	Watching Episode 1	23 Minutes	required
	Watching Episode 2	23 Minutes	required
2	Watching Episode 3	25 Minutes	not required
	Watching Episode 4	26 Minutes	not required
	Watching Episode 5	27 Minutes	not required
3	Watching Episode 6	25 Minutes	not required
	Watching Episode 7	25 Minutes	not required
	Watching Episode 8	27 Minutes	not required
	Post-Test	30 Minutes	-

During the treatment, the researcher acted as a facilitator who

monitored the participants' progress and ensured the completion of all

episodes within the given time. The treatment was designed not only to enhance listening comprehension but also to promote autonomous and enjoyable learning through media consumption.

After the treatment period, the participants were given a Post-test containing 20 multiple-choice questions with equivalent difficulty to the Pre-test. The comparison between Pre-test and Post-test scores was then analyzed to determine the effect of binge-watching *Dash & Lily* on the students' listening comprehension.

2. Pre-test Statistical Description

The descriptive data presented are the Listening Comprehension Pre-test data, followed by descriptive analysis based on the Listening Comprehension Pre-test data. The following are the statistical results obtained from SPSS :

Table 4. 6
Summary of Pre-test Descriptive Statistics Results

N	Valid	35
	Missing	0
Mean		72,71
Std. Error of Mean		2,571
Median		75
Mode		75
Std. Deviation		15,211
Variance		231,387
Skewness		-0,260
Std. Error of Skewness		0,398
Kurtosis		-0,910
Std. Error of Kurtosis		0,778
Range		50
Minimum		45
Maximum		95
Sum		2545

Source: SPSS Version 25 output (processed in 2025)

Based on the table above, it shows that the score for the Pre-test is between 45 and 95. The average value is 72.71, median 75, mode 75, variance 231.387 and standard deviation 15.211. The distribution of Listening Comprehension Pre-test scores can be seen in the following table :

Table 4. 7
Distribution of Listening Comprehension Pre-test Scores

No	Score Value	Frequency	Percentage (%)
1	45	2	5,7%
2	50	3	8,6%
3	55	3	8,6%
4	65	4	11,4%
5	70	4	11,4%
6	75	5	14,3%
7	80	4	11,4%
8	85	3	8,6%
9	90	3	8,6%
10	95	4	11,4%
Total		35	100%

Source: SPSS Version 25 output (processed in 2025)

Based on the table above, the majority of the Listening Comprehension Pre-test frequency had a score of 75, namely 5 students (14,3%).

3. Post-test Statistical Description

The descriptive data presented are the Listening Comprehension Post-test data, followed by descriptive analysis based on the Listening Comprehension Post-test data. The following are the statistical results obtained from SPSS :

Table 4. 8
Summary of Post-test Descriptive Statistics Results

N	Valid	35
	Missing	0
Mean		80,86
Std. Error of Mean		2,231
Median		85
Mode		85
Std. Deviation		13,200
Variance		174,244
Skewness		-0,532
Std. Error of Skewness		0,398
Kurtosis		-0,187
Std. Error of Kurtosis		0,778
Range		50
Minimum		50
Maximum		100
Sum		2830

Source: SPSS Version 25 output (processed in 2025)

Based on the table above, it shows that the score for the Pre-test is between 50 and 100. The average value is 80.86, median 85, mode 85, variance 174.244 and standard deviation 13.200. The distribution of Listening Comprehension Post-test scores can be seen in the following table:

Table 4. 9
Distribution of Listening Comprehension Post-test Scores

No	Score Value	Frequency	Percentage (%)
1	50	1	2,9%
2	55	2	5,7%
3	65	2	5,7%
4	70	5	14,3%
5	75	2	5,7%
6	80	4	11,4%
7	85	9	25,7%
8	90	3	8,6%
9	95	3	8,6%
10	100	4	11,4%
Total		35	100%

Source: SPSS Version 25 output (processed in 2025)

Based on the table above, the majority of the Listening Comprehension Pre-test frequency had a score of 85, namely 9 students (25,7%).

4. Pre-test and Post-test Results

Listening comprehension were measured using a Pre-test and a Post-test. The indicators of listening comprehension assessed in this study include listening for detail, global understanding, main ideas, inference, prediction, and selective listening.

Before the treatment began, a Pre-test was administered to identify the students' initial listening comprehension ability. Afterward, the Post-test was conducted at the end of the treatment to measure their achievement after being exposed to the binge-watching activity of the Netflix series *Dash & Lily*. The results of the Pre-test and Post-test were then compared to determine the improvement in students' listening comprehension performance after the treatment. To compare Pre-test and Post-test scores, the researchers used the following categorization :

Table 4. 10
Score Categorization

Score Interval	Category
40-49	Very Less
50-59	Less
60-69	Enough
70-79	Good
80-100	Very Good

After understanding the existing categorization, the percentages of Pre-test and Post-test scores for students' listening comprehension were as follows :
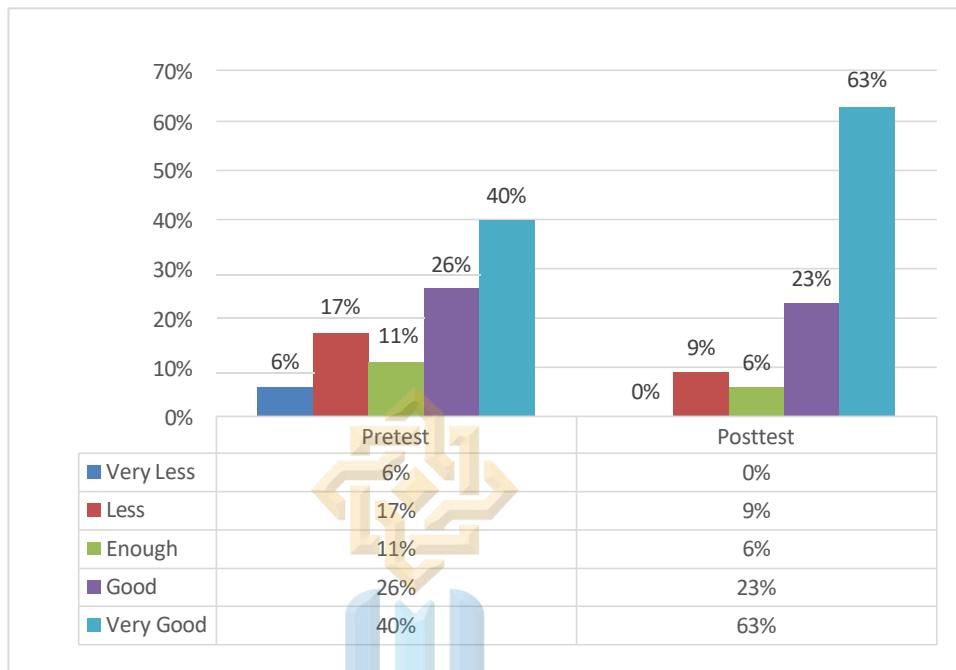
Picture 4. 1
Percentage of Pre-test and Post-test Scores on Listening Comprehension

Based on the data in the bar chart above, it can be seen that there were several changes after the treatment (Binge-Watching) from Pre-test to Post-test, including: the Very Good category increased by 23%, the Good category decreased by 3%, the Enough category decreased by 5%, the Less category decreased by 8%, and the Very Less category decreased by 6%. This indicates that the higher the Good category and the lower the Less category from Pre-test to Post-test, the more significant the students' Listening Comprehension has increased. Therefore, it can be concluded that Binge-Watching activities can improve students' Listening Comprehension.

The completion of each indicators of Listening increased from the Pre-test and Post-test, as indicated by the percentage of Listening

Comprehension achieved. The comparison of the achievement of the Listening indicators during the pre-test and post-test can be described as follows:

Table 4. 11
Achievement of Each Listening Indicator

Listening Indicator	Achievement Percentage	
	Pre-Test	Post-Test
Listening for detail	80%	82%
Listening for global understanding	76%	77%
Listening for main ideas	69%	91%
Listening inference	75%	77%
Listening for prediction	67%	85%
Listening selectively	67%	73%

Based on the table above, it can be seen that the percentage of students' listening achievement during the Pre-test includes: Listening for Detail 80%, Global Understanding 76%, Main Ideas 69%, Inference 75%, Prediction 67% and Selectively 67%. There was an increase in the post-test by 82% in Listening for Detail, Global Understanding 77%, Main Ideas 91%, Inference 77%, Prediction 85% and Selectively 73%.

C. **Analysis And Hypothesis Testing**

1. Normality Test

The normality test is used to evaluate whether the observed data originates from a normal distribution. In this study, the Shapiro-Wilk normality test was chosen to assess the data distribution. This method is recommended when the sample size is relatively small, generally less than 50 respondents. In the context of this study, the sample size used was 35 respondents. The results of the normality test, conducted using SPSS statistical software, are as follows:

Table 4. 12
Normality Test Results

	Shapiro-Wilk		
	Statistic	df	Sig.
Pre-test	0,945	35	0,078
Posttetst	0,944	35	0,074

Source: SPSS Version 25 output (processed in 2025)

Based on the table above, it can be seen that the output of the *Shapiro-Wilk* normality test shows that the Pre-test significance value is 0.078 and the Post-test significance value is 0.074. The values of both variables are greater than 0.05, meaning that the frequencies are normally distributed.

2. Homogeneity Test

The results of the homogeneity test for the research variables are shown in the table below :

Table 4. 13
Homogeneity Test Result

	Levene Statistic	df1	df2	Sig.
Based on Mean	1,045	1	68	0,310
Based on Median	0,960	1	68	0,331
Based on Median and with adjusted df	0,960	1	67,948	0,331
Based on trimmed mean	1,050	1	68	0,309

Source: SPSS Version 25 output (processed in 2025)

Based on the homogeneity test in the table above, it can be seen that the significance value of the *Levene Statistic*, based on the mean, is 0.310. This value is greater than 0.05, meaning that the data above meets the homogeneity assumption and is parametric statistical.

3. T-test

After the prerequisite tests have been met, the next step is to conduct a hypothesis test. In this study, the hypothesis test used a *paired sample t-test*. This method was applied to analyze the effect of binge-watching on students' listening comprehension. The analysis, using SPSS for Windows version 25.00, is explained in detail as follows :

Table 4. 14
Paired Sample T-test Result

Paired Samples Test								
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-8.143	5,298	0,896	-9,963	-6.323	-9,093	34	0,000

Source: SPSS Version 25 output (processed in 2025)

Based on the table above, the results of the Paired Sample T-test obtained a significance value of 0.000 where the significance value is less than 0.05, so as the basis for decision making in the Paired Sample T-test, it can be concluded that H_0 is rejected and H_a is accepted.

Next, the analysis was conducted on the t_{table}, it can be seen that the t_{count} result was -9.093 with df = 34. The negative sign in the t_{count} was ignored when comparing with the t_{table}, so in this case, the t count used was the absolute value, namely 9.093. At a significance level of 5%, the t table value was obtained = 2.033. From the t count value known above, it was then compared with 9.093>2.033. Thus, it can be concluded that binge-

watching English Netflix film series has an effect on listening skills in English Language Education students at Kiai Haji Achmad Siddiq State Islamic University, Jember. In other words, the hypothesis is accepted.

D. **Discussion**

The central research question of this study was : Is there an influence of binge-watching English Netflix series on listening comprehension among university students?. Based on the data analysis, the results strongly support an affirmative answer. The significant increase in students' listening comprehension, as reflected in the shift of score categories from Pre-test to Post-test, indicates that binge-watching Dash & Lily positively influenced their ability to understand spoken English.

From Pre-test to Post-test score, the percentage of students in the Very Good category increased by 23%, while the categories Good, Enough, Less, and Very Less decreased by 3%, 5%, 8%, and 6%, respectively. This shift reveals that many students improved their performance that fewer students remained in the lower proficiency categories, and more students reached higher comprehension levels. Such distributional changes suggest not only a general improvement but also a real movement upward in listening comprehension.

Statistical tests reinforce this interpretation. The Shapiro–Wilk normality test returned significance values of 0.078 for the Pre-test and 0.074 for the Post-test, both greater than 0.05, indicating that the distribution of scores approximates normality. The Levene's test for homogeneity showed a significance of 0.310, also greater than 0.05, meaning variances between pre-

and post-test scores are equal. Most importantly, the paired-sample t-test yielded a p-value of 0.000 (p < 0.05), confirming a statistically significant difference between Pre-test and Post-test. With a t_{count} of $|{-9.093}| = 9.093$ (df = 34) compared to a critical t_{table} of 2.033 at a 5% significance level, the result (9.093 > 2.033) clearly indicates that the improvement is not due to chance. Therefore, the evidence strongly supports the conclusion that binge-watching Dash & Lily has a significant positive effect on students' listening comprehension.

The results of the homogeneity test using Levene's Test showed a significance value of 0.310, which is greater than 0.05. This means that the Pre-test and Post-test data variances are homogeneous, thus meeting the requirement for equal variances (equal variances assumed). Thus, the paired sample t-test analysis can be performed without violating statistical assumptions.

These findings can be understood through Flayelle et al.'s theory of binge-watching, which highlights three key indicators : watching motivations, watching engagement, and structural characteristics of the series that influence the binge-watching experience. In this study, English Language Education students at UIN KHAS Jember are generally accustomed to accessing digital content and have a high level of interest in English-language media, including films, videos, and music. This is in line with the findings of Flayelle et al. regarding indicators of watching motivations and watching engagement, which state that personal interest and familiarity with the media can increase

the effectiveness of binge-watching as a learning activity. In the context of this study, students showed good motivation to participate in the treatment because the media used (Dash & Lily) suited the visual-auditory learning style commonly found in digital generation students.[106]

This theoretical perspective aligns with how the treatment was designed, the emotional and narrative appeal of Dash & Lily may have kept students engaged, while the structure of the episodes allowed frequent, manageable exposure to English input. This repeated, motivated input aligns well with second language acquisition processes, making the theoretically predicted benefits of binge-watching manifest in measurable listening gains.

On the listening side, the results also mesh with Goh and Vandergrift's listening comprehension theory, which emphasizes both bottom-up (e.g., decoding sounds, words) and top-down processing (e.g., using context, background knowledge) strategies.[107] By binge-watching a narrative series, students continuously encounter natural speech, idiomatic expressions, and context-rich dialogues. This environment enables them to use bottom-up processing to catch detail and top-down strategies to infer meaning, predict upcoming dialogue, and selectively focus on relevant information all indicators measured in your listening test. Over time, repeated exposure in such a meaningful context may strengthen their metacognitive listening strategies (e.g., planning, monitoring, evaluation), thereby enhancing comprehension performance.

---

[106] Flayelle et al., ―Toward a Qualitative Understanding of Binge-Watching Behaviors,‖ 2017.

[107] Goh and Vandergrift, *Teaching and Learning Second Language Listening*.

The current findings resonate with Femalinda Anindita Rachmi and Mariska Intan Sari's study ―Students' Habit in Watching English Movies and Its Correlation with their English Listening Skills‖. That study reported a positive correlation between students' habit of watching English-language movies and their listening performance, suggesting that habitual exposure to English media supports listening development. This study extends their findings by showing that structured binge-watching not just casual viewing can produce measurable improvement in listening comprehension over a defined intervention period.[108]

On the other hand, the study by Anastasia Pattemore and Carmen Muñoz, ―The effects of binge-watching and spacing on learning L2 multi-word units from captioned TV series‖, showed that although all viewing conditions significantly improved participants' knowledge of multi-word units, longer spacing led to the best outcomes.[109] While this research confirms that binge-watching can be beneficial, these findings suggest that for optimal learning of linguistic items, distributing viewing sessions might be more effective than massed viewing. This raises important pedagogical implications: while binge-watching is enjoyable and effective for listening comprehension, spacing viewing might yield even better retention of specific language features.

---

[108] Rachmi and Sari, ―Students' Habit in Watching English Movies and Its Correlation with Their English Listening Skills.‖

[109] Pattemore and Muñoz, ―The Effects of Binge-Watching and Spacing on Learning L2 Multi-Word Units from Captioned TV Series.‖

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research results and data analysis, it can be concluded that binge-watching English-language Netflix series, particularly Dash & Lily, significantly improved the listening comprehension skills of English Language Education students at UIN KHAS Jember.

The statistical test results support these findings. The Shapiro–Wilk normality test indicated that the Pre-test and Post-test data were normally distributed, while Levene's homogeneity test indicated that the variances of the two data groups were homogeneous. The Paired Sample t-test yielded a significance value of 0.000, which is less than 0.05, indicating a significant difference between the Pre-test and Post-test results. The calculated t-value of 9.093, which is greater than the t-table of 2.033, confirms that the improvement in listening comprehension skills after the treatment was indeed statistically significant.

Thus, it can be concluded that binge-watching activities can be an effective learning strategy in improving students' listening comprehension skills, especially when the media used is an authentic series with natural dialogue and rich situational context, such as Dash & Lily. The binge-watching theory from Flayelle et al. and the listening theory from Goh & Vandergrift also support this finding, where motivation, engagement, and bottom-up and top-down processes are important aspects of learning through binge-watching.

B. Suggestion

Based on the findings of this research, several suggestions can be provided for different stakeholders as follows :

1. Suggestions for the Institution and Lecturers

For the institution and lecturers, it is recommended to incorporate authentic digital media such as English Netflix series into the teaching of listening skills. Binge-watching activities can function as an alternative learning strategy that provides students with rich exposure to natural spoken English.

2. Suggestions for English Education Students

For the students of the English Education program, binge-watching can be used as an enjoyable and effective method to improve listening comprehension. Students are encouraged to watch English series with English subtitles to strengthen the connection between spoken and written forms.

3. Suggestions for Future Researchers

For future researchers, it is suggested that similar studies be conducted using a control group to obtain stronger causal evidence. Future research may also compare the effectiveness of binge-watching and spaced viewing to identify which approach yields better learning outcomes. Additionally, upcoming studies could explore other language aspects influenced by binge-watching, such as vocabulary development, pronunciation, or pragmatic competence, to examine long-term effects.

REFERENCES

Abdullah, Usman, and Indah Fadhilah Rahman. *The Correlation Between Students' Habit in Watching Movie and Listening Skill*. ETERNAL (English, Teaching, Learning, and Research Journal) 3, no. 1 (2017): 97–106.

Alutaybi, Maraam M., and Nurah S. Alfares. *A Prospective Study for Exploring Saudi EFL Learners' Strategic Listening Skills through Netflix from Teachers' Perspectives* – AWEJ. n.d. Accessed July 4, 2025. https://awej.org/a-prospective-study-for-exploring-saudi-efl-learners-strategic-listening-skills-through-netflix-from-teachers-perspectives/.

Amirono. *Evaluasi dan penilaian pembelajaran kurikulum 2013*. Gava Media, 2017.

Anderson, Scarvia B., Samuel Ball, and Richard T. Murphy. *Encyclopedia of Educational Evaluation*. Jossey-Bass Publishers, 1975.

Arikunto, Suharsimi. *Metode Peneltian*. Jakarta: Rineka Cipta 173, no. 2 (2010).

Buck, Gary. *Assessing Listening*. Cambridge Language Assessment. Cambridge University Press, 2001. https://doi.org/10.1017/CBO9780511732959.

Castro, Deborah, Jacob M Rigby, Diogo Cabral, and Valentina Nisi. *The Binge-Watcher's Journey: Investigating Motivations, Contexts, and Affective States Surrounding Netflix Viewing*. Convergence 27, no. 1 (2021): 3–20. https://doi.org/10.1177/1354856519890856.

Damanik, Ivana Jane, and Caroline Victorine Katemba. *Netflix as a Digital EFL Learning Aid for Vocabulary Improvement: College Students' Perspective*. ETERNAL (English, Teaching, Learning, and Research Journal) 7, no. 2 (2021): 442–55.

Ek nc , Mithat. *The Effects of Using TV Series on Listening Achievement Level of EFL Students*. International Journal of Language Academy 9/3, no. 38 (2024): 38. https://doi.org/10.29228/ijla.52240.

Erickson, Sarah E., Sonya Dal Cin, and Hannah Byl. *An Experimental Examination of Binge Watching and Narrative Engagement*. Social Sciences 8, no. 1 (2019): 1. https://doi.org/10.3390/socsci8010019.

Field, John. *Listening in the Language Classroom*. Cambridge Language Teaching Library. Cambridge University Press, 2009. https://doi.org/10.1017/CBO9780511575945.

Flayelle, Maèva, Pierre Maurage, and Joël Billieux. *Toward a Qualitative Understanding of Binge-Watching Behaviors: A Focus Group Approach*. Journal of Behavioral Addictions. December 1, 2017. https://akjournals.com/view/journals/2006/6/4/article-p457.xml.

Goh, Christine C. M., and Larry Vandergrift. *Teaching and Learning Second Language Listening: Metacognition in Action*. 2nd ed. Routledge, 2021. https://doi.org/10.4324/9780429287749.

Haqqi, Halifa, and Hasna Wijayati. *Revolusi Industri 4.0 di Tengah Society 5.0: Sebuah Integrasi Ruang, Terobosan Teknologi, dan Transformasi Kehidupan di Era Disruptif*. Anak Hebat Indonesia, 2019.

Jenner, Mareike. *Binge-Watching and Contemporary Television Research*. Edinburgh University Press, 2022.

Krashen, Stephen. *The Input Hypothesis: An Update*. Linguistics and Language Pedagogy: The State of the Art, 1992, 409–31.

Kristiyono, Jokhanan. *Konvergensi Media: Transformasi Media Komunikasi di era digital pada Masyarakat Berjejaring*. Prenada Media, 2022.

Kurniawan, Bhagaskoro Ardhianto, and Khoirul Anwar. *The Perception of Student and Teacher of Netflix English to English Subtittle: Correlating Engagement, Motivation, and Listening Ability*. English Review: Journal of English Education 12, no. 3 (2024): 1299–310. https://doi.org/10.25134/erjee.v12i3.11167.

Pattemore, Anastasia, and Carmen Muñoz. *The Effects of Binge-Watching and Spacing on Learning L2 Multi-Word Units from Captioned TV Series*. The Language Learning Journal 51 (May 2023): 1–15. https://doi.org/10.1080/09571736.2023.2211614.

Priyatno, Duwi. *Buku Saku Analisis Statistik Data SPSS*. Media Pressindo, 2011.

Purwanto. *Evaluasi hasil belajar*. Pustaka Pelajar, 2009.

Quran.Com. ―Surah Az-Zumar - 18.‖ Accessed November 15, 2025. https://quran.com/az-zumar/18.

Rachmi, Femalinda Anindita, and Mariska Intan Sari. *Students' Habit in Watching English Movies and Its Correlation with Their English Listening Skills*. Proceedings of Universitas Muhammadiyah Yogyakarta Graduate Conference 2, no. 1 (2022): 1. https://doi.org/10.18196/umygrace.v2i1.408.

Rubenking, Bridget, Cheryl Campanella Bracken, Jennifer Sandoval, and Alex Rister. *Defining New Viewing Behaviours: What Makes and Motivates*

TV Binge-Watching? International Journal of Digital Television 9, no. 1 (2018): 69–85. https://doi.org/10.1386/jdtv.9.1.69_1.

Sembilance, Jaime. *Sejarah Netflix: Dari Berdiri Hingga Saat Ini.* Accessed July 5, 2025. https://www.showmetech.com.br/id/sejarah-yayasan-netflix-hingga-saat-ini/.

Starosta, Jolanta A., and Bernadetta Izydorczyk. *Understanding the Phenomenon of Binge-Watching—A Systematic Review*. International Journal of Environmental Research and Public Health 17, no. 12 (2020): 12. https://doi.org/10.3390/ijerph17124469.

Sugiyono. M*etode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*. Alfabeta, 2008.

Susanti, Desi. *The Correlation Between Students' Habit Of Watching English Movie And Their Vocabulary At The Second Grade Of Madrasah Aliyah Hasanah Pekanbaru.* Universitas Islam Negeri Sultan Syarif Kasim Riau, 2019. https://doi.org/10/13.CHAPTER%252520IV.pdf.

Tim Pare Academy. *IELTS Hacks: Tips-Trik Praktis Skor 7,5+*. Forum Edukasi, n.d.

Tryon, Chuck. *On-Demand Culture: Digital Delivery and the Future of Movies*. 2013. https://doi.org/10.36019/9780813561110.

Walton-Pattison, Emily, Stephan U. Dombrowski, and Justin Presseau. *'Just One More Episode': Frequency and Theoretical Correlates of Television Binge Watching.* Journal of Health Psychology 23, no. 1 (2018): 17–24. https://doi.org/10.1177/1359105316643379.

morth, Michael. *Television and Language Learning. In Handbook of Research on Teaching Literacy through the Communicative and Visual Arts.* Routledge, 2004.

Yuliantika, Vista, Yohanes Bahari, and Riama Alhidayah. *Pengaruh Aktivitas Belajar Terhadap Hasil Belajar Siswa Dalam Pembelajaran Sosiologi Kelas XI IPS MAN 2 Pontianak.* Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK) 7, no. 12 (2018): 12. https://doi.org/10.26418/jppk.v7i12.30208.

APPENDICES

Appendix 1 : Research Matrix

TITLE	VARIABLE	INDICATOR	DATA COLLECTION	RESEACH DESIGN	RESEACH QUESTIONS	REFERENCES
The Influence of Binge-Watching English Netflix Series on Listening Comprehension Among Students of English Education UIN Kiai Haji Achmad Siddiq Jember Class of 2025	1. **Variable Independent :** Binge-Watching 2. **Variable Dependent :** Listening Comprehension	1. Watching Motivation 2. Watching Engagement 3. Structural Characteristic of Series 1. Listen for detail 2. Listen for global understanding 3. Listen for main ideas 4. Listen inference 5. Listen for predict 6. Listen selectively	Students of English Education UIN Kiai Haji Achmad Siddiq Jember Class of 2025	Research Approach and Type a. Quantitative Approach b. Pre-Experiment c. One-Group Pre-test-Post-test Research Location a. UIN Kiai Haji Achmad Siddiq Jember Research Variables a. Dependent Variable (Y) 1. Listening Comprehension b. Independent variable (X) 1. Binge-Whatching 4. Data Collection Techniques a. Pre Test & Post Test 5. Data Analysis a. Instrument Test 1. validity test 2. reliability test b. classical assumption test 1. normality test 2. homogeneity test c. hypothesis test	Is there any influence of the Binge-Watching english Netflix series on listening comprehension among university students of English Education UIN Kiai Haji Achmad Siddiq Jember Class of 2025	1. Flayelle, Maèva, Pierre Maurage, and Joël Billieux. "Toward a qualitative understanding of binge-watching behaviors: A focus group approach." Journal of behavioral addictions 6.4 (2017): 457-471. 2. Vandergrift, Larry, & Goh, C. C. M. (2012). Teaching and Learning Second Language Listening: MEtacognition in Action. New York: Routledge.

Appendix 2 : Research Instrument

A. Pre-Test Instrument Grid

Variable	Indicator		Amount
Listening Comprehension	Listening for detail		4
	Listening for global understanding		4
	Listening for main ideas		3
	Listening inference	12,13,14	3
	Listening for prediction		3
	Listening selectively	18,19,20	3
Total			**20**

PRE-TEST QUESTIONS

Listen carefully the audio and choose the correct answer from A, B, C or D!

No.	Questions	Answers Choices
A. Listening for Detail (4 items)		
1.	(*Audio Script*) A: What time does your morning class start? B: It usually begins at 8:15, but today it's moved to 9 because the teacher is late. **What time does the class start today?**	A. 8:00 B. 8:15 C. 9:00 D. 9:15
2.	(*Audio Script*) A: Hey, where did you get that cool jacket? B: Oh, I found it at River Mall last weekend, on sale. **Where did he buy the jacket?**	A. At River Mall B. At a street market C. Online D. From a friend
3.	(*Audio Script*) A: How long does it take you to get to campus? B: Around 25 minutes if there's no traffic, but sometimes it's up to 40. **How long does it usually take to get to campus?**	A. 15 minutes B. 25 minutes C. 35 minutes D. 40 minutes

No.	Questions	Answers Choices
4.	(*Audio Script*) A: Who's giving the presentation today? B: It's Emily, from the Literature Department. **Who is giving the presentation today?**	A. Sarah B. Emily C. Michael D. Daniel
B. Listening for Global Understanding (4 items)		
5.	(*Audio Script*) A: Did you watch the news this morning? B: Yeah, the weather report said it's going to rain the whole weekend. **What are they talking about?**	A. Sports B. The weather C. A trip D. Politics
6.	(*Audio Script*) A: I think I'll join the photography club this semester. B: That's great! You've always loved taking pictures. **What is the main topic of the conversation?**	A. A hobby B. A trip C. Buying a camera D. Choosing a subject
7.	(*Audio Script*) A: I'm so tired. I stayed up until 2 a.m. finishing that report. B: Wow, you really worked hard on it. **What are they talking about?**	A. A party B. Staying up late for work C. Making plans for tomorrow D. The weather
8.	(*Audio Script*) A: Let's meet at the coffee shop near the station. B: Sure, I'll see you there at 5 p.m. **What are they planning to do?**	A. Have lunch B. Meet at a café C. Buy train tickets D. Do homework
C. Listening for Main Ideas (3 items)		
9.	(*Audio Script*) A: Online learning is convenient, but sometimes I miss real interaction with classmates. **What does the speaker mainly talk about?**	A. The pros and cons of online learning B. How to use online platforms C. Exams D. Technology problems

No.	Questions	Answers Choices
10.	(*Audio Script*) A: I think eating out too often is expensive and unhealthy. Cooking at home is better. **What is the main idea of the conversation?**	A. Cooking at home is better than eating out B. Eating out is fun C. Fast food is tasty D. He hates cooking
11.	(*Audio Script*) A: Taking public transport helps reduce traffic and pollution. It's a good habit for everyone. **What is the main idea?**	A. Benefits of public transportation B. Driving safely C. Pollution problems D. Gas prices
D. Listening Inference (3 items)		
12.	(*Audio Script*) A: I can't believe, I forgot my umbrella again. B: Well, it's pouring outside. **What can we infer from the conversation?**	A. It's raining B. It's sunny C. He likes the rain D. He's home
13.	(*Audio Script*) A: I don't need to wake up early tomorrow. B: Oh, so you're off work? **What can we infer about the man?**	A. It's his day off B. He's late for work C. He overslept D. He forgot something
14.	(*Audio Script*) A: The classroom lights are off and the door's locked. B: Maybe the class was canceled. **What can we infer?**	A. There's no class today B. The teacher forgot the key C. The power is out D. They are early
E. Listening for Prediction (3 items)		
15.	(*Audio Script*) A: You'd better take a jacket. The sky looks cloudy. B: Yeah, it might rain soon. **What probably happen next?**	A. It's going to rain B. It be hot C. They're going to the beach D. They're staying home
16.	(*Audio Script*) A: I just ordered a burger online. B: Nice! It should arrive in 20 minutes.	A. Wait for the food B. Cook dinner C. Leave the house D. Call a friend

No.	Questions	Answers Choices
	What the man probably do next?	
17.	(*Audio Script*) A: My laptop battery is almost dead. B: You'd better plug it in before it shuts down. **What the speaker probably do next?**	A. Charge the laptop B. Buy a new laptop C. Ignore it D. Restart it
F.	**Listening Selectively** (3 items)	
18.	(*Audio Script*) A: Attention, passengers. Flight 305 to London is now boarding at Gate 7. Passengers to Tokyo, please wait for further announcements. **What information is important for passengers to London?**	A. Flight to Tokyo B. Flight to London is boarding C. Flight 305 is delayed D. Gate 7 is closed
19.	(*Audio Script*) A: The library be closed on Monday for maintenance, but it's open this weekend from 9 to 5. **What should listeners remember?**	A. Library is open on weekends B. Library is closed all week C. Library closes early today D. Library opens Monday
20.	(*Audio Script*) A: Today's cafeteria special is grilled chicken with rice and soup. Vegetarian options are available at counter three. **What information is relevant for vegetarians?**	A. Only chicken is served B. Vegetarian food unavailable C. Vegetarian food is at counter three D. Cafeteria is closed

B. Post-Test Instrument Grid
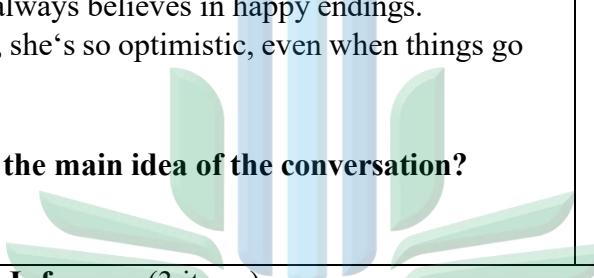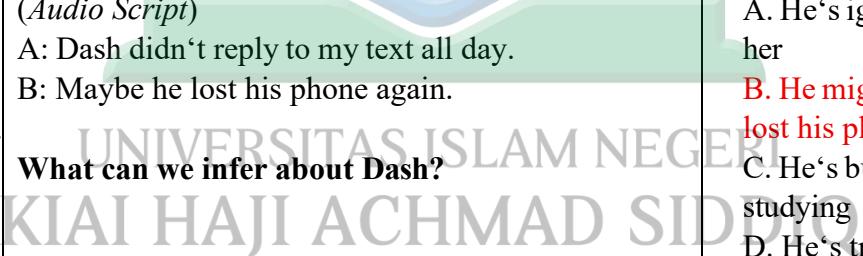
Variable	Indicator	Question Number	Amount
	Listening for detail		4
	Listening for global understanding		4
Listening Comprehension	Listening for main ideas		3
	Listening inference		3
	Listening for prediction		3
	Listening selectively		3
Total			**20**

POST-TEST QUESTIONS

Listen carefully the audio and choose the correct answer from A, B, C or D!

No.	Questions	Answers Choices
A. Listening for Detail (4 items)		
1.	(*Audio Script*) A: Did you see the red notebook on the counter? B: Yeah, Lily left it there around 3 p.m. before she went to the bookstore. **When did Lily leave the notebook?**	A. At noon B. Around 3 p.m. C. Around 5 p.m. D. At 7 p.m.
2.	(*Audio Script*) A: Where are you meeting Dash tonight? B: At the small café near Union Square, the one with the Christmas lights. **Where Dash and his friend meet?**	A. At the bookstore B. At a small café near Union Square C. At the library D. At the park
3.	(*Audio Script*) A: How many chapters of the book did you finish? B: Only two. The story is interesting but a bit slow.. **How many chapters did the speaker finish?**	A. One B. Two C. Three D. Four
4.	(*Audio Script*) A: Who helped Lily decorate the Christmas tree?	A. Dash B. Edgar and her

No.	Questions	Answers Choices
	B: Her brother and their neighbor, Edgar.	brother
		C. Her parents
	Who decorated the Christmas tree with Lily?	D. Her teacher
B. Listening for Global Understanding (4 items)		
5.	(*Audio Script*) A: I really love Christmas in New York. The lights, the music, everything feels magical! B: Yeah, it's the best time of the year. **What are they talking about?**	A. New York traffic B. Christmas atmosphere C. Their favorite song D. Traveling abroad
6.	(*Audio Script*) A: Dash said he doesn't like parties. B: I know, but he's going to the Christmas Eve party anyway. **What is the main idea of the conversation?**	A. Dash enjoys parties B. Dash is avoiding a party C. Dash is attending a party D. Dash forgot the party
7.	(*Audio Script*) A: I left a note inside the red notebook. B: That's how Lily know where to find me. **What are they discussing?**	A. Writing homework B. A secret note C. A Christmas gift D. A phone call
8.	(*Audio Script*) A: The bookstore closes early today for Christmas Eve. B: Oh no, I wanted to buy one last present! **What are they talking about?**	A. A movie schedule B. Bookstore closing time C. A holiday trip D. Library rules
C. Listening for Main Ideas (3 items)		
9.	(*Audio Script*) A: I think exchanging books instead of gifts is more meaningful. B: That's true. It shows you really know the person. **What is the main idea of the conversation?**	A. Books are good gifts B. Gifts are expensive C. People don't read much

No.	Questions	Answers Choices
		D. Shopping is tiring
10.	(*Audio Script*) A: Sometimes being alone during the holidays isn't that bad. It gives me time to think. B: I guess Dash feels the same way. **What is the main idea?**	A. Spending time alone can be positive B. Holidays are boring C. Dash dislikes thinking D. Friends are important
11.	(*Audio Script*) A: Lily always believes in happy endings. B: Yeah, she's so optimistic, even when things go wrong. **What is the main idea of the conversation?**	A. Lily is optimistic B. Lily is careless C. Lily dislikes sad stories D. Lily enjoys adventures
D.	**Listening Inference** (3 items)	
12.	(*Audio Script*) A: Dash didn't reply to my text all day. B: Maybe he lost his phone again. **What can we infer about Dash?**	A. He's ignoring her B. He might have lost his phone C. He's busy studying D. He's traveling
13.	(*Audio Script*) A: Lily looked really happy after meeting Dash yesterday. B: So, I guess the meeting went well. **What can we infer from the conversation?**	A. Lily didn't meet Dash B. The meeting went well C. Lily was upset D. They argued
14.	(*Audio Script*) A: The streets are empty tonight. B: Yeah, everyone's probably at home celebrating Christmas Eve. **What can we infer about the situation?**	A. It's late at night B. It's a workday C. It's a school day D. It's early

No.	Questions	Answers Choices
		morning
E.	**Listening for Prediction** (3 items)	
15.	(*Audio Script*) A: I'm going to leave the notebook at the bookstore. B: Then let's see if Dash finds it. **What probably happen next?**	A. Dash look for the notebook B. They buy a book C. They go home D. They write another letter
16.	(*Audio Script*) A: Dash said he's heading to Lily's house with a gift. B: Oh, she's going to be so surprised! **What probably happen next?**	A. Lily get a surprise gift B. Dash cancel his visit C. Lily leave the city D. Dash lose the gift
17.	(*Audio Script*) A: Lily's grandparents are arriving tomorrow. B: She'll probably clean the house tonight. **What Lily probably do next?**	A. Decorate the tree B. Clean the house C. Go shopping D. Visit the mall
F.	**Listening Selectively** (3 items)	
18.	(*Audio Script*) A: Attention, customers. The bookstore close in ten minutes. Please bring your items to the cashier. B: Oh no, I still haven't found the book Dash mentioned! **What information is most important for the listener?**	A. The bookstore is closing soon B. The cashier is open C. The sale is starting D. Dash mentioned a book
19.	(*Audio Script*) A: Don't forget the secret Santa meeting tonight at 7 at Lily's apartment! B: Got it, I'll bring the cookies. **What information should the listener remember?**	A. The meeting place and time B. The type of cookies C. The party tomorrow D. The shopping

No.	Questions	Answers Choices
		list
20.	(*Audio Script*) A: The red notebook challenge end on New Year's Eve. B: So, they have only three days left! **What should the listener focus on?**	A. The deadline for the challenge B. The prize C. The rules of the challenge D. The location of the challenge

Expert Validator

Dewi Nurul Qomariyah, S.S., M.Pd.
NIP. 197901272007102003
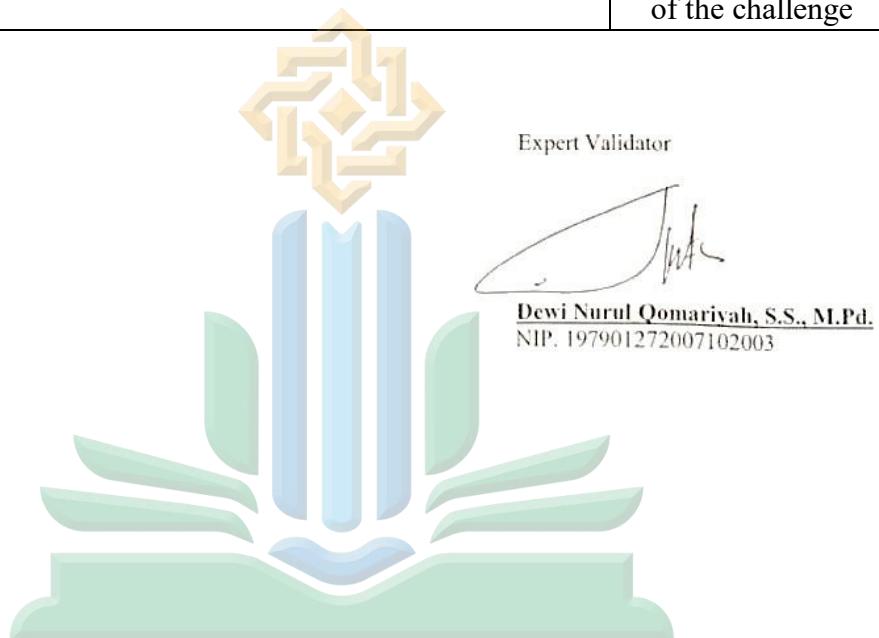
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Name	NIM	Gender	Age	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
Adelia Dwi Prastia MS	251101060015	Female	18	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5
Ighfirli Dika Nur Fajriah	251101060020	Female	19	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Laily Masturoh	251101060024	Female	17	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Zaqiatul Aini	251101060001	Female	19	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5
Farah madinatul khoir	251101060006	Female	19	5	5	5	5	5	0	5	5	5	5	5	5	0	5	0	5	5	5	5	0
Naila Afkarina	251101060029	Female	17	5	0	5	0	0	0	5	0	5	0	5	0	5	0	0	5	5	5	0	5
Fauziah Ari Dwi Ramadhani	251101060007	Female	19	0	5	5	5	5	0	5	5	0	5	5	5	0	5	5	5	5	5	0	5
Neneng rahma dini oktavia	251101060009	Female	19	5	5	5	5	5	5	5	5	0	5	5	0	5	5	5	0	5	5	5	5
Alivia Risqiani	251101060005	Female	18	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5	0	5	5	5	0
siti komariyah	251101060011	Female	18	0	0	5	5	5	0	0	5	5	5	5	5	0	5	0	0	5	0	0	5
Sitti Linda Muslihatin	251101060035	Female	19	0	5	5	5	5	0	0	5	0	0	5	5	5	0	5	0	0	0	5	5
Firda Hidayatus Soleha	251101060014	Female	18	5	5	5	5	5	5	5	5	5	0	5	5	5	5	0	5	5	5	5	5
fathia adina syafira	251101060017	Female	18	0	5	5	5	5	0	5	5	5	0	5	0	0	5	5	5	5	5	5	0
Nur Fitria Indana Zulfa	251101060030	Female	18	0	5	5	5	5	0	5	5	5	5	5	5	5	5	0	5	0	5	0	5
Fitriatul Munawaroh	251101060010	Female	17	5	5	5	5	0	0	5	5	5	0	5	5	5	5	5	5	5	5	5	5
Aida Nur Kamalia	251101060016	Female	19	5	5	5	5	5	0	5	5	5	0	0	5	5	5	0	5	5	5	0	5
Sasi Yulia Waninghiyu	251101060034	Female	18	0	0	5	5	5	0	5	5	5	0	5	5	5	0	0	5	5	5	5	0
M. Hafidz Yahya	251101060012	Male	19	5	5	5	5	0	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Imelda Afiah Almaula	251101060023	Female	19	5	5	5	5	5	0	5	5	5	0	5	5	5	0	5	5	5	5	5	0
Syahrul rhamadani	251101060002	Male	19	5	0	5	0	5	5	0	0	0	0	5	5	0	5	0	5	5	5	0	5
M Arif ristio adi	251101060008	Male	20	5	0	5	5	5	5	5	0	5	5	5	5	0	5	0	5	5	5	5	5
Sayyidatul ilmiyah	251101060033	Female	19	5	0	5	0	0	0	5	5	5	0	5	5	5	5	0	5	0	5	5	5
Darvesh Arnold Daulah Aqdas	251101060022	Male	18	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	5	0	0	5
Wilda Nur Lathifa	251101060003	Female	19	5	0	5	5	5	5	5	5	5	0	0	0	5	5	5	5	5	0	5	0
Pritania Jessica Ramadhani	251101060004	Female	18	5	0	5	5	5	0	5	5	5	0	0	5	5	5	5	5	0	5	0	5
Fadira Meiranita	251101060018	Female	18	5	5	5	5	0	0	5	5	0	0	0	0	0	5	5	5	5	5	0	0
Fida Ainur Rohmah	251101060019	Female	19	5	5	5	5	5	5	5	0	5	5	5	5	0	5	0	5	0	5	0	0
fidani clairine clea resta	251101060025	Female	18	0	0	5	0	0	0	5	5	5	5	5	5	0	0	0	0	0	5	5	0
Intan puspita ayu	251101060021	Female	19	5	5	5	5	5	0	5	5	5	5	0	0	5	0	0	5	5	0	0	0
Mely Andani	251101060031	Female	17	0	5	5	5	0	0	5	5	0	5	0	0	5	5	0	5	0	5	0	5
Lu'luatul Itho'ah	251101060028	Female	19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	5
Megan Nafi'ah	251101060032	Female	18	0	5	0	5	5	5	5	0	5	0	0	0	0	5	0	0	5	5	0	0
Lita antikasari	251101060027	Female	17	0	5	5	5	5	5	5	5	5	0	5	5	5	5	0	5	5	5	0	5
Fitri Amelia	251101060013	Female	19	5	0	5	5	5	5	5	5	0	0	0	5	5	5	0	5	5	5	0	5
Faris	251101060026	Male	20	0	5	5	5	5	5	5	0	5	5	5	0	0	5	5	5	5	0	0	0

Appendix 4 : Post-test Data Tabulation

Name	NIM	Gender	Age	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20
Adelia Dwi Prastia MS	251101060015	Female	18	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Ighfirli Dika Nur Fajriah	251101060020	Female	19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Laily Masturoh	251101060024	Female	17	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Zaqiatul Aini	251101060001	Female	19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Farah madinatul khoir	251101060006	Female	19	5	5	5	5	5	5	5	5	0	5	5	5	0	5	0	5	5	5	5	5
Naila Afkarina	251101060029	Female	17	5	0	5	5	0	5	5	0	5	5	5	5	0	5	5	5	5	0	0	5
Fauziah Ari Dwi Ramadhani	251101060007	Female	19	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	5	0	5
Neneng rahma dini oktavia	251101060009	Female	19	5	5	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	0	5	5
Alivia Risqiani	251101060005	Female	18	5	5	5	5	5	0	5	5	5	5	5	5	0	5	5	5	5	5	5	5
siti komariyah	251101060011	Female	18	5	0	0	5	5	5	5	5	5	5	5	5	5	5	0	0	0	0	5	5
Sitti Linda Muslihatin	251101060035	Female	19	5	5	5	5	5	0	5	5	5	5	5	5	5	5	0	0	0	0	5	0
Firda Hidayatus Soleha	251101060014	Female	18	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	0	5	5	5
fathia adina syafira	251101060017	Female	18	5	0	5	5	5	0	5	5	5	0	5	5	5	5	5	0	5	5	5	5
Nur Fitria Indana Zulfa	251101060030	Female	18	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	0	5	0	0	5
Fitriatul Munawaroh	251101060010	Female	17	5	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Aida Nur Kamalia	251101060016	Female	19	0	5	5	5	5	0	5	5	5	5	5	5	0	5	5	5	5	5	5	5
Sasi Yulia Waninghiyu	251101060034	Female	18	5	0	5	5	5	5	5	5	5	5	5	5	0	5	5	0	5	0	0	5
M. Hafidz Yahya	251101060012	Male	19	5	5	5	0	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Imelda Afiah Almaula	251101060023	Female	19	5	0	5	5	5	5	0	5	5	5	5	5	5	5	5	5	5	0	5	5
Syahrul rhamadani	251101060002	Male	19	0	5	5	5	5	0	0	5	5	5	5	0	0	5	5	5	5	5	5	0
M Arif ristio adi	251101060008	Male	20	0	5	5	5	5	0	5	0	5	5	5	5	5	5	5	5	5	5	5	5
Sayyidatul ilmiyah	251101060033	Female	19	5	5	5	0	5	5	5	0	5	5	5	0	5	0	5	5	5	0	5	5
Darvesh Arnold Daulah Aqdas	251101060022	Male	18	0	5	5	5	5	0	5	5	5	5	5	5	5	0	5	5	5	5	5	5
Wilda Nur Lathifa	251101060003	Female	19	5	5	5	0	5	5	5	0	5	5	5	5	5	5	5	5	0	5	5	5
Pritania Jessica Ramadhani	251101060004	Female	18	5	0	5	5	5	0	5	5	5	5	5	5	5	5	5	5	0	5	5	5
Fadira Meiranita	251101060018	Female	18	5	5	0	0	5	5	5	5	0	0	5	5	0	5	5	0	5	5	0	5
Fida Ainur Rohmah	251101060019	Female	19	5	5	5	5	5	5	0	5	5	5	5	0	5	5	5	5	5	5	5	5
fidani clairine clea resta	251101060025	Female	18	0	0	5	0	5	0	0	5	0	0	5	0	0	5	5	0	5	5	5	5
Intan puspita ayu	251101060021	Female	19	5	5	5	5	5	0	5	0	5	5	0	0	5	5	5	5	5	5	5	5
Mely Andani	251101060031	Female	17	0	5	0	5	5	0	5	0	5	5	0	5	0	5	5	5	0	5	0	5
Lu'luatul Itho'ah	251101060028	Female	19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
Megan Nafi'ah	251101060032	Female	18	5	5	0	5	0	0	5	0	5	5	5	0	5	0	0	5	5	0	0	5
Lita antikasari	251101060027	Female	17	5	5	5	5	5	5	5	5	5	5	5	5	0	5	5	5	5	0	0	5
Fitri Amelia	251101060013	Female	19	5	5	5	5	5	0	5	0	0	5	5	5	5	0	5	5	0	0	5	0
Faris	251101060026	Male	20	5	5	5	0	5	0	5	5	0	5	5	5	5	0	5	5	5	0	5	0

Appendix 5 : Data Processing Results

Pre-test Validity Test Result

Correlations

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOTAL_Pretest
P1	Pearson Correlation	1	-.093	.223	-.090	-.089	.112	.187	.024	.059	-.199	-.137	.037	.192	.281	-.097	.207	.207	.278	.199	.068	.317
	Sig. (2-tailed)		.593	.198	.606	.612	.522	.282	.891	.736	.251	.433	.831	.269	.101	.581	.233	.233	.106	.251	.700	.064
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P2	Pearson Correlation	-.093	1	-.108	.568**	.158	.073	.258	.284	.000	.235	.108	-.120	.076	.369*	.258	.000	.158	.048	.018	-.057	.431**
	Sig. (2-tailed)	.593		.535	<.001	.364	.679	.134	.098	1.000	.174	.538	.492	.664	.029	.134	1.000	.364	.784	.918	.745	.010
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P3	Pearson Correlation	.223	-.108	1	-.062	-.086	-.187	-.053	.420*	-.086	.167	.315	.271	.237	-.062	.140	.343*	-.086	-.078	.176	.237	.317
	Sig. (2-tailed)	.198	.535		.725	.624	.282	.764	.012	.624	.339	.065	.115	.170	.725	.422	.044	.624	.656	.311	.170	.064
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P4	Pearson Correlation	-.090	.568**	-.062	1	.494**	.149	.211	.367*	.045	.169	-.196	-.028	.119	.435**	.293	.045	.269	-.163	.010	-.070	.454**
	Sig. (2-tailed)	.606	<.001	.725		.003	.392	.224	.030	.798	.331	.260	.871	.496	.009	.087	.798	.118	.348	.953	.688	.006
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P5	Pearson Correlation	-.089	.158	-.086	.494**	1	.459**	-.153	.000	.107	.057	.068	.158	-.060	.118	.117	-.071	.286	-.038	-.057	-.060	.353*
	Sig. (2-tailed)	.612	.364	.624	.003		.006	.380	1.000	.540	.744	.698	.364	.731	.505	.505	.683	.096	.829	.744	.731	.038
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P6	Pearson Correlation	.112	.073	-.187	.149	.459**	1	.076	-.281	.029	.026	.090	-.054	.059	.053	.070	.029	.315	-.039	-.026	.059	.350*
	Sig. (2-tailed)	.522	.679	.282	.392	.006		.664	.102	.870	.881	.608	.756	.738	.762	.688	.870	.065	.823	.881	.738	.039
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P7	Pearson Correlation	.187	.258	-.053	.211	-.153	.076	1	.167	.357*	.093	-.167	-.194	.209	.211	.042	.357*	.102	.402*	.111	-.221	.362*
	Sig. (2-tailed)	.282	.134	.764	.224	.380	.664		.339	.035	.594	.339	.265	.229	.224	.812	.035	.560	.017	.526	.202	.033
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P8	Pearson Correlation	.024	.284	.420*	.367*	.000	-.281	.167	1	.000	.070	-.028	.284	.393*	.110	.167	.000	-.204	.031	.257	.049	.373*
	Sig. (2-tailed)	.891	.098	.012	.030	1.000	.102	.339		1.000	.689	.874	.098	.019	.529	.339	1.000	.240	.860	.137	.779	.027
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P9	Pearson Correlation	.059	.000	-.086	.045	.107	.029	.357*	.000	1	.057	.238	.158	.090	.045	-.029	-.107	.107	.152	.229	-.211	.329
	Sig. (2-tailed)	.736	1.000	.624	.798	.540	.870	.035	1.000		.744	.168	.364	.606	.798	.868	.540	.540	.385	.186	.224	.054
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P10	Pearson Correlation	-.199	.235	.167	.169	.057	.026	.093	.070	.057	1	.393*	-.018	-.262	.169	.140	-.086	.057	-.165	.029	.220	.301
	Sig. (2-tailed)	.251	.174	.339	.331	.744	.881	.594	.689	.744		.020	.918	.129	.331	.422	.624	.744	.344	.867	.204	.079
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P11	Pearson Correlation	-.137	.108	.315	-.196	.068	.090	-.167	-.028	.238	.393*	1	.258	-.106	-.196	.167	-.102	.068	.113	.288	.180	.348*
	Sig. (2-tailed)	.433	.538	.065	.260	.698	.608	.339	.874	.168	.020		.134	.543	.260	.339	.560	.698	.516	.094	.300	.040
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P12	Pearson Correlation	.037	-.120	.271	-.028	.158	-.054	-.194	.284	.158	-.018	.258	1	.209	-.028	.000	.158	-.158	.384*	.271	.343*	.410*
	Sig. (2-tailed)	.831	.492	.115	.871	.364	.756	.265	.098	.364	.918	.134		.227	.871	1.000	.364	.364	.023	.115	.044	.014
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P13	Pearson Correlation	.192	.076	.237	.119	-.060	.059	.209	.393*	.090	-.262	-.106	.209	1	-.070	.098	.241	-.211	-.009	.141	.366*	.372*
	Sig. (2-tailed)	.269	.664	.170	.496	.731	.738	.229	.019	.606	.129	.543	.227		.688	.574	.164	.224	.959	.419	.031	.028
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P14	Pearson Correlation	.281	.369*	-.062	.435**	.118	.053	.211	.110	.045	.169	-.196	-.028	-.070	1	.110	.269	.269	.075	-.169	.119	.454**
	Sig. (2-tailed)	.101	.029	.725	.009	.505	.762	.224	.529	.798	.331	.260	.871	.688		.529	.118	.118	.669	.331	.496	.006
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P15	Pearson Correlation	-.097	.258	.140	.293	.117	.070	.042	.167	-.029	.140	.167	.000	.098	.110	1	-.029	.117	-.093	.327	.098	.416*
	Sig. (2-tailed)	.581	.134	.422	.087	.505	.688	.812	.339	.868	.422	.339	1.000	.574	.529		.868	.505	.596	.055	.574	.013
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P16	Pearson Correlation	.207	.000	.343*	.045	-.071	.029	.357*	.000	.107	-.086	-.102	.158	.241	.269	-.029	1	.107	.152	-.057	.241	.353*
	Sig. (2-tailed)	.233	1.000	.044	.798	.683	.870	.035	1.000	.540	.624	.560	.364	.164	.118	.868		.540	.385	.744	.164	.038
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P17	Pearson Correlation	.207	.158	-.086	.269	.286	.315	.102	-.204	.107	.057	.068	-.158	-.211	.269	.117	.107	1	.152	.086	-.060	.353*
	Sig. (2-tailed)	.233	.364	.624	.118	.096	.065	.560	.240	.540	.744	.698	.364	.224	.118	.505	.540		.385	.624	.731	.038
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P18	Pearson Correlation	.278	.048	-.078	-.163	-.038	-.039	.402*	.031	.152	-.165	.113	.384*	-.009	.075	-.093	.152	.152	1	.165	-.009	.310
	Sig. (2-tailed)	.106	.784	.656	.348	.829	.823	.017	.860	.385	.344	.516	.023	.959	.669	.596	.385	.385		.344	.959	.070
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P19	Pearson Correlation	.199	.018	.176	.010	-.057	-.026	.111	.257	.229	.029	.288	.271	.141	-.169	.327	-.057	.086	.165	1	-.100	.424*
	Sig. (2-tailed)	.251	.918	.311	.953	.744	.881	.526	.137	.186	.867	.094	.115	.419	.331	.055	.744	.624	.344		.568	.011
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P20	Pearson Correlation	.068	-.057	.237	-.070	-.060	.059	-.221	.049	-.211	.220	.180	.343*	.366*	.119	.098	.241	-.060	-.009	-.100	1	.332
	Sig. (2-tailed)	.700	.745	.170	.688	.731	.738	.202	.779	.224	.204	.300	.044	.031	.496	.574	.164	.731	.959	.568		.052
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
TOTAL_Pretest	Pearson Correlation	.317	.431**	.317	.454**	.353*	.350*	.362*	.373*	.329	.301	.348*	.410*	.372*	.454**	.416*	.353*	.353*	.310	.424*	.332	1
	Sig. (2-tailed)	.064	.010	.064	.006	.038	.039	.033	.027	.054	.079	.040	.014	.028	.006	.013	.038	.038	.070	.011	.052	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Post-test Validity Test Result

Correlations

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	TOTAL_Posttest
P1	Pearson Correlation	1	-.067	.075	.152	-.112	.468**	.402*	.048	.031	.132	.377*	.195	.278	.031	-.163	-.038	.031	-.394*	-.094	.075	.321
	Sig. (2-tailed)		.702	.669	.385	.522	.005	.017	.784	.860	.451	.026	.261	.106	.860	.348	.829	.860	.019	.591	.669	.060
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P2	Pearson Correlation	-.067	1	.018	-.102	.159	-.121	.319	-.194	-.028	.319	-.093	-.067	.004	-.222	.018	.408*	.167	.354*	.302	-.196	.297
	Sig. (2-tailed)	.702		.917	.560	.361	.490	.061	.265	.874	.061	.594	.702	.982	.199	.917	.015	.339	.037	.077	.260	.083
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P3	Pearson Correlation	.075	.018	1	.269	.298	.010	-.110	.170	.110	.211	.477**	.075	.096	.110	.435**	.269	.367*	.052	.405*	-.129	.541**
	Sig. (2-tailed)	.669	.917		.118	.082	.953	.529	.328	.529	.224	.004	.669	.585	.529	.009	.118	.030	.767	.016	.460	<.001
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P4	Pearson Correlation	.152	-.102	.269	1	-.123	-.057	.102	.158	.408*	.357*	.343*	.152	.059	.204	-.180	.107	.000	.000	.033	.045	.390*
	Sig. (2-tailed)	.385	.560	.118		.481	.744	.560	.364	.015	.035	.044	.385	.736	.240	.302	.540	1.000	1.000	.852	.798	.021
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P5	Pearson Correlation	-.112	.159	.298	-.123	1	.007	-.075	.389*	-.101	-.075	-.042	.215	.066	.251	.298	-.123	-.101	.284	.418*	-.088	.347*
	Sig. (2-tailed)	.522	.361	.082	.481		.968	.667	.021	.566	.667	.810	.216	.708	.145	.082	.481	.566	.098	.012	.613	.041
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P6	Pearson Correlation	.468**	-.121	.010	-.057	.007	1	.111	.145	.093	.111	.176	.165	.081	.257	.010	-.200	.257	-.264	-.310	.370*	.328
	Sig. (2-tailed)	.005	.490	.953	.744	.968		.526	.407	.594	.526	.311	.344	.643	.137	.953	.249	.137	.125	.070	.029	.055
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P7	Pearson Correlation	.402*	.319	-.110	.102	-.075	.111	1	-.194	.167	.271	-.053	.402*	.187	-.125	-.110	.102	-.125	-.059	.053	.211	.334*
	Sig. (2-tailed)	.017	.061	.529	.560	.667	.526		.265	.339	.116	.764	.017	.282	.474	.529	.560	.474	.737	.761	.224	.050
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P8	Pearson Correlation	.048	-.194	.170	.158	.389*	.145	-.194	1	-.077	-.194	.271	.216	.037	.284	-.028	-.316	.103	.219	.062	-.028	.309
	Sig. (2-tailed)	.784	.265	.328	.364	.021	.407	.265		.658	.265	.115	.213	.831	.098	.871	.064	.555	.206	.723	.871	.071
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P9	Pearson Correlation	.031	-.028	.110	.408*	-.101	.093	.167	-.077	1	.458**	-.070	.031	.193	.300	.110	.204	.067	-.024	-.053	.367*	.435**
	Sig. (2-tailed)	.860	.874	.529	.015	.566	.594	.339	.658		.006	.689	.860	.266	.080	.529	.240	.704	.893	.761	.030	.009
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P10	Pearson Correlation	.132	.319	.211	.357*	-.075	-.111	.271	-.194	.458**	1	-.053	.132	.187	-.125	-.110	.357*	.167	-.265	.053	-.110	.373*
	Sig. (2-tailed)	.451	.061	.224	.035	.667	.526	.116	.265	.006		.764	.451	.282	.474	.529	.035	.339	.124	.761	.529	.027
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P11	Pearson Correlation	.377*	-.093	.477**	.343*	-.042	.176	-.053	.271	-.070	-.053	1	-.078	.223	-.070	-.062	-.086	.420*	-.149	.291	-.062	.341*
	Sig. (2-tailed)	.026	.594	.004	.044	.810	.311	.764	.115	.689	.764		.656	.198	.689	.725	.624	.012	.394	.089	.725	.045
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P12	Pearson Correlation	.195	-.067	.075	.152	.215	.165	.402*	.216	.031	.132	-.078	1	.121	.248	.075	-.038	-.186	.066	-.094	.075	.380*
	Sig. (2-tailed)	.261	.702	.669	.385	.216	.344	.017	.213	.860	.451	.656		.489	.152	.669	.829	.286	.708	.591	.669	.025
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P13	Pearson Correlation	.278	.004	.096	.059	.066	.081	.187	.037	.193	.187	.223	.121	1	-.314	-.090	.207	-.145	-.307	.359*	-.090	.323
	Sig. (2-tailed)	.106	.982	.585	.736	.708	.643	.282	.831	.266	.282	.198	.489		.066	.606	.233	.406	.073	.034	.606	.058
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P14	Pearson Correlation	.031	-.222	.110	.204	.251	.257	-.125	.284	.300	-.125	-.070	.248	-.314	1	.110	-.204	.067	.306	-.053	.367*	.341*
	Sig. (2-tailed)	.860	.199	.529	.240	.145	.137	.474	.098	.080	.474	.689	.152	.066		.529	.240	.704	.073	.761	.030	.045
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P15	Pearson Correlation	-.163	.018	.435**	-.180	.298	.010	-.110	-.028	.110	-.110	-.062	.075	-.090	.110	1	.269	.367*	.233	-.006	.153	.300
	Sig. (2-tailed)	.348	.917	.009	.302	.082	.953	.529	.871	.529	.529	.725	.669	.606	.529		.118	.030	.177	.973	.380	.080
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P16	Pearson Correlation	-.038	.408*	.269	.107	-.123	-.200	.102	-.316	.204	.357*	-.086	-.038	.207	-.204	.269	1	.204	.144	.360*	.045	.390*
	Sig. (2-tailed)	.829	.015	.118	.540	.481	.249	.560	.064	.240	.035	.624	.829	.233	.240	.118		.240	.408	.034	.798	.021
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P17	Pearson Correlation	.031	.167	.367*	.000	-.101	.257	-.125	.103	.067	.167	.420*	-.186	-.145	.067	.367*	.204	1	.141	-.053	.367*	.403*
	Sig. (2-tailed)	.860	.339	.030	1.000	.566	.137	.474	.555	.704	.339	.012	.286	.406	.704	.030	.240		.418	.761	.030	.016
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P18	Pearson Correlation	-.394*	.354*	.052	.000	.284	-.264	-.059	.219	-.024	-.265	-.149	.066	-.307	.306	.233	.144	.141	1	.283	.233	.301
	Sig. (2-tailed)	.019	.037	.767	1.000	.098	.125	.737	.206	.893	.124	.394	.708	.073	.073	.177	.408	.418		.099	.177	.079
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P19	Pearson Correlation	-.094	.302	.405*	.033	.418*	-.310	.053	.062	-.053	.053	.291	-.094	.359*	-.053	-.006	.360*	-.053	.283	1	-.211	.390*
	Sig. (2-tailed)	.591	.077	.016	.852	.012	.070	.761	.723	.761	.761	.089	.591	.034	.761	.973	.034	.761	.099		.223	.020
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
P20	Pearson Correlation	.075	-.196	-.129	.045	-.088	.370*	.211	-.028	.367*	-.110	-.062	.075	-.090	.367*	.153	.045	.367*	.233	-.211	1	.334*
	Sig. (2-tailed)	.669	.260	.460	.798	.613	.029	.224	.871	.030	.529	.725	.669	.606	.030	.380	.798	.030	.177	.223		.050
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
TOTAL_Posttest	Pearson Correlation	.321	.297	.541**	.390*	.347*	.328	.334*	.309	.435**	.373*	.341*	.380*	.323	.341*	.300	.390*	.403*	.301	.390*	.334*	1
	Sig. (2-tailed)	.060	.083	<.001	.021	.041	.055	.050	.071	.009	.027	.045	.025	.058	.045	.080	.021	.016	.079	.020	.050	
	N	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Pre-test Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.646	20

Post-test Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.615	20

Pre-test Descriptive Statistic Result

Statistics

TOTAL_Pretest

N	Valid	35
	Missing	0
Mean		72.71
Std. Error of Mean		2.571
Median		75.00
Mode		75
Std. Deviation		15.211
Variance		231.387
Skewness		-.260
Std. Error of Skewness		.398
Kurtosis		-.910
Std. Error of Kurtosis		.778
Range		50
Minimum		45
Maximum		95
Sum		2545

Post-test Descriptive Statistic Result

Statistics

TOTAL_Posttest

N	Valid	35
	Missing	0
Mean		80.86
Std. Error of Mean		2.231
Median		85.00
Mode		85
Std. Deviation		13.200
Variance		174.244
Skewness		-.532
Std. Error of Skewness		.398
Kurtosis		-.187
Std. Error of Kurtosis		.778
Range		50
Minimum		50
Maximum		100
Sum		2830

Normality Test Result

Tests of Normality

|	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TOTAL_Pretest	.106	35	.200[*]	.945	35	.078
TOTAL_Posttest	.166	35	.016	.944	35	.074

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Homogeneity Test Result

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Listening_Comp	Based on Mean	1.045	1	68	.310
	Based on Median	.960	1	68	.331
	Based on Median and with adjusted df	.960	1	67.948	.331
	Based on trimmed mean	1.050	1	68	.309

Paired Sample t-test Result

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	TOTAL_Pretest - TOTAL_Posttest	-8.143	5.298	.896	-9.963	-6.323	-9.093	34	<,001
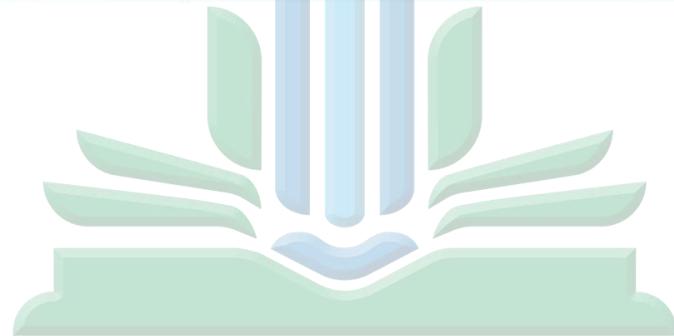
Appendix 6 : Research Permit Application Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: *tarbiyah.iainjember@gmail.com*

Nomor : B-13813/In.20/3.a/PP.009/10/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Dosen Mata Kuliah Listening
Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 204101060009
Nama : MOH. AINUR RIZKY
Semester : Semester sebelas
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai " The Influence of BingeWatching English Netflix Series on Listening Comperhension Among Students of English Education UIN Kiai Haji Achmad Siddiq Jember" selama 4 (empat) hari di lingkungan lembaga wewenang Bapak/Ibu Dewi Nurul Qomariyah, S.S., M.Pd.,

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 22 Oktober 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 7 : Activity Journal

JOURNAL OF RESEARCH ACTIVITIES

The Influence of Binge-Watching English Netflix Series on Listening
Comprehension among Students of English Education UIN Kiai Haji
Achmad Siddiq Jember Class of 2025

No.	Date	Activity
1	September 20th-30th, 2025	Observation of Research Subjects and Processing of Research Permit
2	October 22th, 2025	Distributing Pre-Test Questions and First Research Meeting
3	October 27th, 2025	Second Research Meeting
4	October 30th, 2025	Third Research Meeting and Distributing Post-Test Questions
5	November 1st-14th, 2025	Processing Research Data
6	November 15th, 2025	Completion of Research

Appendix 8 : Authenticity Statement Writing

AUTHENTICITY STATEMENT WRITING

The undersigned below :

Name   : Mohammad Ainur Rizky

NIM   : 204101060009

Prodi/Jurusan : English Education Department

Fakultas   : Education and Teacher Training

Instansi   : State Islamic University of Kiai Haji Achmad Siddiq Jember

Hereby declare that in the results of this research there are no elements of plagiarism of research work or scientific work that has been carried out or created by other people, except those which are writtenly quoted in this manuscript and mentioned in the source quotations and bibliography.

If in the future the results of this research are proven to contain elements of plagiarism and there are claims from other parties, then I am willing to be processed in accordance with applicable laws and regulations.

Thus, I have made this statement letter truthfully and without coercion from any part.

Jember, November 15th, 2025

Stead By :

Mohammad Ainur Rizky

NIM : 204101060009

Appendix 9 : Documentation
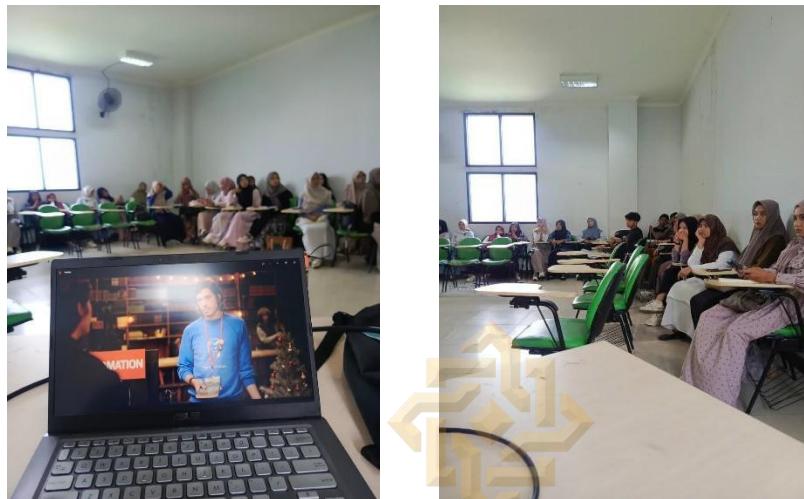
The first meeting was to distribute pre-tests and watch episodes 1 and 2 of the film Dash & Lily.

The second meeting was watching episodes 3, 4 and 5 of the film Dash & Lily

The third meeting was watching episodes 6, 7 and 8 of the film Dash & Lily and distributing the Post-test.

BIOGRAPHICAL DATA OF WRITER

Name	: Mohammad Ainur Rizky
NIM	204103010007
Place of Birth	: Bondowoso
Date of Birth	: January 21, 2003
Address	: Sekarputih, Tegalampel, Bondowoso, East Java
Faculty	: Education and Teacher Training
Program Studi	: Education of English Department

EDUCATION

1. TK
2. SD Negeri Sekarputih 2
3. MTs Negeri Bondowoso 2
4. MAN Bondowoso

ORGANIZATION EXPERIENCE

1. Member of IKMPB (Ikatan Keluarga Mahasiswa Pergerakan Bondowoso) (2020-2021)
2. Member of Institut of Culture Islamic Studies (2021-2023)
3. Member of HMPS Education of English Department (2022-2023)
4. Infrastructure Member of UBM (Unit Beladiri Mahasiswa) (2022-2023)
5. Member of SH Terate Jember (2023-Now)