



Netflix Series as Foreign Language Learning Digital Media

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Abstract

The use of audio-visuals to learn foreign languages is not uncommon. There are many online learning processes that implement audio-visual learning techniques and are considered effective. This article discusses the effectiveness of Netflix series as a foreign language learning media for students of the French Studies Program in a state university in Jakarta. After conducting a comparative assessment of French language proficiency before and after watching the French Netflix series on the research subjects, it was found that the Netflix series was able to provide fairly good exposure to new foreign language vocabulary for its viewers. However, the well-received exposure is not in line with the language proficiency of the research subjects. The French language skills of viewers who had watched the French-language series *Family Business* on Netflix did not change significantly, therefore Netflix proved not to be an effective foreign language learning medium for foreign language learners.

Extrait

L'utilisation de supports audiovisuels pour apprendre des langues étrangères n'est pas rare. Il existe de nombreux processus d'apprentissage en ligne qui mettent en œuvre des techniques d'apprentissage audiovisuelles et qui sont considérés efficaces. Cet article traite de l'efficacité des séries Netflix comme moyen d'apprentissage des langues étrangères pour les étudiants du programme d'études françaises de l'université d'État de Jakarta. Après avoir effectué une évaluation comparative de la compétence linguistique en français avant et après avoir regardé la série française Netflix sur les sujets de recherche, on constate que la série Netflix est capable de fournir une assez bonne exposition à un nouveau vocabulaire en langue étrangère pour ses téléspectateurs. Cependant, cette exposition bien accueillie ne correspond pas à la compétence linguistique des sujets de recherche. Les compétences linguistiques en français des téléspectateurs qui ont regardé la série francophone *Family Business* sur Netflix n'ont pas changé de manière significative, par conséquent Netflix s'est avéré ne pas être un moyen efficace d'apprentissage des langues étrangères pour les apprenants de langues étrangères.

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INTRODUCTION

Foreign language learning has been implemented in Indonesia starting from elementary school to the university level. According to Tarigan (2013) foreign language learning can be done formally and informally. Formal foreign language learning has the definition that it has been through careful planning, intentional, and conscious, while informal foreign language learning has the definition as unplanned, accidental, unintentional, and unconscious. From that opinion, it can be concluded that foreign language learning is a conscious process. As time goes by, technology has undergone rapid changes and the existence of the internet is evidence of this. Various access to information and entertainment from all over the world can be sought through the internet. Netflix is one of the concrete examples of the development of the internet. Netflix is an online streaming service that offers popular movies, TV shows, and documentaries that users can watch over the internet (Lubis, 2021). This popular video streaming service is being heralded in the media as an effective transformative tool for language learning (Tapper, 2019). According to Turkmen (2020), people can learn foreign languages through Netflix. They are also able to expand their language knowledge. Thanks to Netflix shows, people can learn new terms, new vocabulary, and the correct way to use the language.

By 2017 Netflix was operating in more than 190 countries, and currently, nearly 73 million of its total approximately 130 million subscribers are outside the United States (Brennan, 2015). In 2012, Netflix released its first original series titled *Lilyhammer*, and was followed by the series *House of Cards* in 2013. Since then, Netflix has produced over 1900 movies and series. Many of them, such as *Squid Game* and *The Crown* became very popular and won many awards (Karikui, 2021). One of Netflix France's series that stole the show in 2019 is *Family Business*, quoted from the *Vulture* news journal, this series has become one of the popular shows alongside other French series such as *Lupin* and *Call My Agent!* The *Family Business* series tells the story of Joseph who is trying to recover from the downturn of his computer programming business (Cohn, 2022). In this series, most of the vocabulary used in the dialog is informal. In French, formal vocabulary is usually acquired in educational institutions and used in more serious situations. Informal vocabulary, on the other hand, is rarely learned in educational institutions. This vocabulary is more commonly encountered in everyday situations that are more casual in nature. One of the variants of French informal vocabulary is *argot* (Rahmawati, 2017). According to Gadet (1992), the term *argot* in the 13th century represented the language of a group of beggars. Then in the early 19th century, *argot* was used by thieves in France. The purpose of its use in communication is to be unknown to the general public. Therefore, it can be concluded that *argot* has a meaning that is only known by its users.

There are several previous studies that have examined Netflix as a foreign language learning medium. The discussion about Netflix has been made by Dizon (2018) with the title *Netflix and L2 learning: A case study*. This article examines the views of EFL (English as a Foreign Language) learners in Japan towards Netflix. From the discussion, it was found that Netflix is able to offer various benefits to foreign language learners. These benefits include exposure to foreign language vocabulary, increased motivation to learn a foreign language, and access to pragmatic knowledge of a foreign language. The next research that still discusses similar things is Türkmen's study (2020) entitled *Utilizing Digital Media As A Second Language (L2) Support: A Case Study On Netflix With Translation Applications*. He tried to prove the ability of Netflix programs in supporting foreign language learning. It was found that 92% of the research subjects used subtitles when watching Netflix programs and 96% of the learners said that Netflix programs contributed to improving foreign language proficiency. The last research with a similar topic is Gouleti, *et al.* (2020) with the title *Exploring the Educational Potentials of Language Learning with Netflix Tool: An Eye-Tracking Study*. They found that Netflix is still not able to be a medium of foreign language learning for students aged 11-13 years even though it has been played using bilingual subtitles. The students were too young to be interested in trying to compare the translation of their native language with the dialogue in the movie.

According to Haugen in Tarigan (2013) the negative thing that often arises in the process of learning a foreign language is the language contact that occurs in language learners. The influence between the native language and the foreign language will eventually lead to interference. According to Dulay *et al.* (1982), interference refers to two different linguistic phenomena, namely psychological interference, and sociolinguistic interference. Psychological interference refers to the influence of old habits as a result of learning something on something being learned, while sociolinguistic interference refers to language interactions, such as borrowing and code-switching. In contrast to Dulay, Kridalaksana (2013) states that

interference is a deviation from the rules of a language that occurs in bilingual people as a result of mastering two languages. Then, Weinreich (2010) explains that interference is a deviation from the norms of one language that occurs in the speech of a bilingual as a result of proximity to more than one language and language contact. The mother tongue or first language can influence the second language that a person uses, causing interference or deviation.

There are several previous studies that discuss interference that occurs in the foreign language learning process. Sirbu (2015) in his article entitled *Language Interference Triggered by Bilingualism* discusses interference caused by two languages. She found that psychological factors play a role in the interference that occurs in bilinguals. Another research that also discusses interference has been conducted by Redistya (2017) through an article entitled *Analisis Kesalahan Pelafalan Fonem Bahasa Prancis pada Siswa SMA Kelas X*. Using Tarigan's (2013) language error theory, she explained that the language errors made by class X students in Semarang were caused by several factors, namely foreign language interference that had been studied by the research subjects, mother tongue interference (local language of the research subjects), and Indonesian language interference.

In line with the research conducted by Redistya (2017), Perdana & Laksman-Huntley (2019) in an article entitled *Phonemic Interference and Overregulation In The /s/ and /ʃ/ Phonemes Realization In French* discusses the interference of Indonesian language to French. Using Weinreich's (2010) interference theory, interference was found in several research subjects. In this case, the research subjects did not realize that they had substituted the French /ʃ/ phoneme with Indonesian /s/ when asked to pronounce some French vocabulary, such as the word *chercher* [ʃɛʀʃe]. This is due to the habit of Indonesian speakers using the /s/ phoneme rather than the /ʃ/ phoneme in daily conversation, as in the word *syukur* [ʃukur] which is pronounced as [sukur]. These language errors are considered normal in the daily conversation of Indonesian people. The last study that discusses a similar topic is titled *Interferensi Bahasa Ibu dalam Pengucapan Vokal Prancis?* by Meidi & Laksman-Huntley (2020). Using Weinreich's (2010) interference theory, they found that the phonological interference that occurs in the pronunciation of French vowel sounds is caused by the substitution of French phonemes with Indonesian phonemes due to the influence of the habit of reading according to writing and the influence of English.

From the above studies, only Meidi & Laksman-Huntley (2020) found and stated the existence of phonological interference in the pronunciation of French vowel sounds. Then, there is no research that discusses Netflix as a foreign language learning media for beginner learners related to linguistics, especially through phonetic and phonological theories and interference theory in analyzing research data and in finding research findings. Previous research discussing Netflix as a theme used a quantitative research method using a questionnaire. without any further in-depth analysis so its validity is still highly questionable. Therefore, in this article, the research will examine the effectiveness of Netflix as a foreign language learning media for French Study Program students from state university in Jakarta, especially in the realization of their French consonants and vocabulary acquisition.

MÉTHODE DE RECHERCHE

The main purpose of this research is to find the effectiveness of Netflix in learning French through the understanding of *argot* and the realization of French consonant sounds. To obtain an understanding of the linguistic phenomena that occur in students of the French Studies Program at a state university in Jakarta, this research uses a case study approach. We conduct assessments of the learners' French language proficiency before and after the process of watching the series to see their development. The source of data in this study is the assessment before and after the process of watching the series regarding the meaning of 15 *argot* vocabularies. *Argot* was chosen because there is a relationship between the vocabulary given and the language skills of the research subjects. The assessment on *argots* in the series aims to see if Netflix could be a means for language acquisition considering that *argots* are rarely exposed in the French language courses in the university. *Argots* are taken randomly from 6 episodes of the first season of *Family Business* series. The *argot* used consists of verb, noun, and adjective classes. In addition, there is also assessments before and after the process of watching the series recordings containing the pronunciation of 36 target vocabularies. Everyday vocabulary containing consonant sounds in the *Family Business* series on Netflix was used as the

data source. Then, the form of pronunciation of the target vocabulary performed by the research subjects was used to examine the realization of French consonant sounds.

Table 1 *Argot* vocabulary

Argot	Meaning
<i>Mec</i>	Boy
<i>Meuf</i>	Girl
<i>Gars</i>	Boy
<i>Flics</i>	Police
<i>Truc</i>	Thing
<i>Arnaque</i>	Fraud
<i>Boîte</i>	Nightclub
<i>Oseille</i>	Money
<i>Pipi</i>	Urine
<i>Caca</i>	Feces
<i>Bouffer</i>	Eat
<i>Niquer</i>	Beat
<i>Kiffer</i>	Love
<i>Nickel</i>	Perfect
<i>Mortel</i>	Very cool

Table 2 Target vocabulary

Consonant sounds	Target vocabulary
[p]	<i>Parler, Couper</i>
[b]	<i>Boire, Noble</i>
[t]	<i>Artéfact, Vite</i>
[d]	<i>Danser, Laide</i>
[k]	<i>Quatre, Cou</i>
[g]	<i>Grand, Gauche</i>
[m]	<i>Musique, Amour</i>
[n]	<i>Numéro, Sonner</i>
[ɲ]	<i>Ligne, Oignon</i>
[ŋ]	<i>Camping, Parking</i>
[f]	<i>Fou, Phrase</i>
[v]	<i>Viande, Wagon</i>
[ʃ]	<i>Cheval, Vache</i>
[ʒ]	<i>Jambe, Gorge</i>
[s]	<i>Santé, Science</i>
[z]	<i>Poison, Enterprise</i>
[l]	<i>Loi, Lune</i>
[r]	<i>Argent, Riz</i>

The subjects of this study consisted of 10 second semester French Studies Program students of a state university in Jakarta in 2021/2022 academic year, with the criteria that they had passed the French Language Proficiency I course but had never watched the *Family Business* series on Netflix. Referring to the *Conseil de l'Europe* (2018) which published the *Cadre Européen Commun de Référence pour les Langues*, there are 6 levels of international standards in determining French language proficiency. Starting from the basic levels A1 and A2, B1 and B2 for the intermediate level, and C1 and C2 for the expert level. The selection of research subjects with these criteria is based on the consideration that second-semester students of a state university French Study Program have French language skills at the A1 level, so they are still considered beginner foreign language learners. Therefore, the selection of research subjects who are beginner learners is considered suitable for the topic to be investigated in this study. By comparing the French pronunciation ability of the research subjects before and after watching the *Family Business* series, the effectiveness of Netflix as a foreign language learning media could hopefully be seen. To obtain the research data, the research

subjects were asked to give meanings to the 15 *argots* given and make 36 sentences from each target vocabulary, which they then read and recorded. From the 36 sentences made, the research subjects were asked to read 5 times. After taking the assessment, the research subjects were required to watch 6 episodes of the first season of *Family Business* series on Netflix using Indonesian subtitles. To see the effectiveness of the Netflix series on beginner learners' *argot* comprehension and French consonant sound pronunciation, the research subjects were asked to do the same assessment.

This research conducts a comparison of errors that arise between the assessments before and after the process of watching the series. This comparison will indicate which *argot* experienced an increase or decrease in the number of errors. This aims to show the ability of the research subjects in understanding *argot* after watching the *Family Business* series on Netflix. The next data processing is transcribing the assessment before and after the process of watching the series recordings containing the pronunciation of 36 vocabulary words containing French consonant sounds. In transcribing the recordings, the researcher refers to the International Phonetic Alphabet. The transcription results were then compared with the transcription of each word according to the French rules referring to the Le Petit Robert dictionary (2019). From this comparison, the number of pronunciation errors made by the research subjects can be seen. The processed data are then analyzed by referring to the stages of language error analysis by Tarigan (2013). According to Tarigan (2013), in general, error analysis is carried out in a sequence of steps: (1) data collection, (2) error identification, (3) error explanation, (4) error classification, and (5) error evaluation.

RÉSULTAT ET DISCUSSION

French Vocabulary Exposure

Exposition au vocabulaire français

Through the results of the post-assessment completed by 10 students of the French Study Program from state university in Jakarta, it was found that the *Family Business* series on Netflix was able to provide French vocabulary exposure to its viewers.

Table 3 Number of students making errors in giving the meaning of *argots* before and after the process

<i>Argot</i>	Before	After
<i>Mec</i>	7	4
<i>Meuf</i>	9	3
<i>Gars</i>	8	5
<i>Flics</i>	8	4
<i>Truc</i>	7	5
<i>Arnaque</i>	10	8
<i>Boîte</i>	8	8
<i>Oseille</i>	9	5
<i>Pipi</i>	4	3
<i>Caca</i>	7	5
<i>Bouffer</i>	8	4

<i>Niquer</i>	10	10
<i>Kiffer</i>	10	6
<i>Nickel</i>	10	8
<i>Mortel</i>	10	8

The after-process results show that there is a positive change in the understanding of the meaning of *argot* influenced by the *Family Business* series on Netflix. The table above shows that more than half of the research subjects made an improvement in giving *argots* meaning after watching The Family Business series on Netflix. This means that the series had a good influence on the research subjects in understanding the meaning of *argot*. The *Family Business* series on Netflix is considered capable of providing exposure to *argot* used in France. This is evident from the improvement of the research subjects' understanding of the meaning of the vocabulary provided after the process of watching the series. One of the words that has the highest improvement is the word *meuf*. This word was better understood by the research subjects with the meaning of girl in the post-assessment, which previously before the process almost of them still misunderstood the meaning of the word. Then, there are some other *argots* that are also well understood in meaning after watching the *Family Business* series, namely the words *flics*, *kiffer*, *bouffer*, and *oseille*. These four words can be understood in their true meaning by almost half of the research subjects who previously answered incorrectly.

However, there are exceptions found in the data on the comprehension results of some *argots*. This exception is found in two *argots*, namely *niquer* and *boîte*. The word *niquer* was given the meaning of "making love" by some research subjects. In the *Family Business* series, this word appears in the fourth episode in the dialog "*je vais te niquer*". Gouleti, *et al.* (2020) in their research found that 11-13-year-old students when asked to learn a foreign language by watching Netflix with subtitles were still unwilling to compare their original language translation with the dialog in the movie. The findings of Gouleti, *et al.* (2020) are in line with the research subjects' misgendering of the word *niquer*. In the dictionary *Le Petit Robert* (2019), the word *niquer* has two types of meanings, namely the meaning very familiar and familiar. In the very familiar meaning, *niquer* means *posséder sexuellement*, while in the familiar meaning *niquer* means *détruire* and *abîmer*. In the dialog of this series, "*je vais te niquer*" when referring to the Indonesian subtitles found on Netflix becomes "I will beat you up". Therefore, it can be seen that some research subjects made meaning errors due to their lack of willingness to compare their original language translations with the dialogues in the *Family Business* series. After the dialog "*je vais te niquer*", it is true that the characters in the series have a love scene. But before that scene happens, there is a scene of commotion that is still very much in line with the "*je vais te niquer*" dialog. The interesting thing about this finding is that the results found by Gouleti, Dimitriadis, and Kokonis (2020) still apply to research subjects who are teenagers to adults. The research subjects, who are first-year students of the French Study Program of a state university in Jakarta, are still not much different from students aged 11-13 when asked to learn a foreign language by watching Netflix. They still prioritize the visual storyline rather than paying attention to the dialog in the Netflix movie or series.

Furthermore, on the word *boîte*, there is no changes in the number of error made by research subjects before and after watching the series. Most of the research subjects gave the meaning of *boîte* to be a box. In *Le Petit Robert* dictionary (2019), *boîte* has 5 meanings. In the first and familiar meaning, *boîte* means *receptient de matière rigide*. In the fifth meaning, *boîte* with brackets beside it (*de nuit*) means *petit cabaret ouvert la nuit où l'on danse et boit*. In this series, the word *boîte* appears frequently and when referring to the Indonesian subtitles in this series, *boîte* means nightclub. The research subject's lack of attention to the dialog and subtitles in the series is the cause of this misinterpretation. In addition, from interviews conducted personally with research subjects, it was found that errors in the meaning of *boîte* occurred because in learning French in the educational environment, research subjects almost always studied it formally. The word *boîte* tends to be interpreted as a box because according to them, the word nightclub is always associated with the suffix *de nuit*.

The finding obtained after watching the series is that the *Family Business* series has a positive influence on understanding the meaning of French *argot*. This is in line with the findings in Dizon (2018) article, which states that Netflix is able to offer benefits to foreign language learners, namely exposure to foreign language vocabulary. However, this study found that the exposure provided is not dominant, in other words, the *Family Business* series on Netflix does provide exposure to new vocabulary that is positive in foreign language learning but the exposure provided is still not large enough for the research subjects. There were some *argots* that the research subjects could correctly understand the meaning of their use after watching the series. However, there are also some other *argots* that still cannot be understood correctly.

Language Errors in Netflix's Family Business Series Viewers

Erreurs de langage chez les téléspectateurs de la série Family Business de Netflix

In this section, the effectiveness of Netflix as a foreign language learning medium will be proven linguistically. Based on the recordings of the French consonants' pronunciation, we found several deviations of sound realisation by 10 research subjects.

Table 4 Number of students making errors in consonant pronunciation

Target vocabulary	Proper pronunciation	Realization error	Before	After
<i>Parler</i>	[parle]	-	0	0
<i>Couper</i>	[kupe]	-	0	0
<i>Boire</i>	[bwar]	-	0	0
<i>Noble</i>	[nɔbl]	[nɔble] [nɔb]	0	0
<i>Artéfact</i>	[artefakt]	[artefaks] [artəfakt]	0	0
<i>Vite</i>	[vit]	-	0	0
<i>Danser</i>	[daŋ se]	[daŋ s]	0	0
<i>Laide</i>	[lɛd]	[lɛ]	1	0
<i>Quatre</i>	[katʀ]	[katʀe] [kat]	0	3
<i>Cou</i>	[ku]	[kuw]	0	0
<i>Grand</i>	[graŋ]	[graŋ n]	0	0
<i>Gauche</i>	[gɔʃ]	-	0	0
<i>Musique</i>	[myzik]	[muzik] [musik]	0	2
<i>Amour</i>	[amur]	-	0	0
<i>Numéro</i>	[nymero]	[numero]	0	0
<i>Sonner</i>	[sɔne]	-	0	0
<i>Ligne</i>	[lin]	[linʒə] [lin] [linə] [lin]	4	2
<i>Oignon</i>	[ɔɲɔŋ]	[owɔɲɔ] [owɲɔŋ]	5	4

<i>Camping</i>	[kɑ̃ piŋ]	[kampin]	1	1
<i>Parking</i>	[parkin]	-	0	0
<i>Fou</i>	[fu]	[vu]	3	2
<i>Phrase</i>	[frɑz]	[pɾɑz]	3	1
<i>Viande</i>	[vjɑ̃ d]	[vjɑ̃]	0	0
<i>Wagon</i>	[vɑgɔ̃]	[wɑgɔ̃] [wagɔn]	10	10
<i>Cheval</i>	[ʃəval]	[səval]	2	0
<i>Vache</i>	[vaʃ]	[vas] [vaʃe]	2	2
<i>Jambe</i>	[ʒɑ̃ b]	[ʒɑm][ʒɑmbe] [jɑmbe]	4	4
<i>Gorge</i>	[gɔʀʒ]	[gɔʀj] [gɔʀjə] [jɔʀjə]	3	3
<i>Santé</i>	[sɑ̃ te]	-	0	0
<i>Science</i>	[sjɑ̃ s]	[sjɔ̃ s] [sɔ̃ s] [saiəns]	0	0
<i>Poison</i>	[pwazɔ̃]	[pwasɔ̃]	7	3
<i>Enterprise</i>	[ɑ̃ .trə.pʀiz]	[ɑ̃ .trə.pʀis]	7	3
<i>Loi</i>	[lwa]	[lowa]	0	0
<i>Lune</i>	[lyn]	[lun]	0	0
<i>Argent</i>	[ɑʀʒɑ̃]	[ɑʀjən]	0	0
<i>Riz</i>	[ʀi]	[riz]	0	0

Language error analysis according to Tarigan (2013) has five stages. The first two stages are collecting data and identifying errors. After the data is collected and the errors are identified, the next stage is to explain the errors. The table above shows that the number of research subjects who made errors still appeared after the process of watching the series. These errors are suspected to be due to the influence of Indonesian, which is the daily language of the research subjects. In the word *jambe* which should be pronounced [ʒɑ̃ b]. Some of the research subjects still pronounced it with the sound [jɑmbe]. This can be understood due to interference from the mother tongue. Chaer (2013) places the [j] sound at the lamino-palatal articulation point with the way of articulation is a pop, similar to the [c] sound but the [j] sound is voiced. Meanwhile, in French phonetics described by Léon (1993), there is no [j] sound in French. The correct French phoneme to pronounce the grapheme j is [ʒ]. This sound is located in the predorso-prepalatal with the way of articulation is fricative. Similarly, the research subject made an error when asked to pronounce the word *gorge*. In French, the word should be pronounced [gɔʀʒ]. However, the data results show that the research subjects still pronounced it incorrectly. Some of them read the word *gorge* with the sound [gɔʀj], [gɔʀjə], or [jɔʀjə]. This finding is in line with the results of a study conducted by Redistya (2017). Most grade X high school students in Semarang, when asked to pronounce the sound [ʒ] realized it with the sound [j]. This error occurs due to the absence of the phoneme [ʒ] which is not found in the Indonesian phonetic rules.

In addition, it was also found that in the pronunciation error of the [ʒ] sound, the research subjects prioritized the place of articulation of the sound rather than the way of articulation in producing the sound. This happens because of the proximity of the place of articulation of the French [ʒ] sound to the Indonesian [j] sound. The French [ʒ] sound located in *prédoso-prépalatale* is produced when the front of the tongue approaches the front of the hard palate. Then, the Indonesian [j] sound located on the *lamino-palatale* is produced when the centre of the tongue approaches the hard palate. The finding of research subjects who prioritize the place of articulation of the sound rather than the way of articulation is reinforced by the absence of research subjects who realize the sound [ʒ] with the sound [z] which actually has the same way of articulation.

The next mistakes made by the research subjects were seen in the words *ligne* and *oignon*. The number of students who made errors in the pronunciation of these two words is not small, which is almost half of them. This happened because the research subjects could not understand that in French phonetic rules when the grapheme *g* meets the grapheme *n*, the resulting sound is [ɲ]. In Indonesian phonetic rules, [ɲ] can be realized when the *n* grapheme meets the *y* grapheme. The difference in rules made the research subject finally make language mistakes in pronouncing the words *ligne* and *oignon*. Weinreich (2010) states that when foreign language learners have difficulty realizing foreign sounds, it is likely that the sound that will be realized is the closest sound he knows from the mother tongue. In the mispronunciation of both words mentioned previously, Weinreich's (2010) statement proved to be true. The research subjects mostly realized the [ɲ] sound with the [n] and [ŋ] sounds due to the proximity of the phonological elements. Referring to Chaer's (2013) Indonesian phonetic theory and Léon's (1993) French phonetic theory, it can also be seen that the research subjects prioritized the mode of articulation rather than the place of articulation in realizing the sound because none of the research subjects tried to realize the [ɲ] sound with the [g] sound.

Some research subjects also made mistakes when asked to pronounce the word *phrase*. In the word *phrase* which should be pronounced [fʁaz], some research subjects realized the sound [pʁaz]. Chaer (2013) in the phonetic theory of Indonesian explains that the sounds [f] and [p] are actually two very different sounds. Through this mispronunciation, Weinreich's (2010) statement about the tendency of beginner foreign language learners to replace foreign sounds with the closest sounds they are familiar with in their mother tongue is not entirely true. In Indonesian phonetic rules, the [f] sound is at the *labio-dentale* articulation point, voiceless, with a fricative articulation method, while the [p] sound is at the *bilabiale* articulation point, voiced, with an occlusive articulation method. This is also in line with the French phonetic theory presented by Leon (1993). The sound [f] in French phonetic rules is located on the labio-dental, voiceless, with a fricative articulation method. Then, the [p] sound is at the *bilabiale* articulation point, voiceless, with an occlusive articulation method. This form of error that occurs is in line with the findings of Perdana and Laksman-Huntley (2019) who stated that Indonesian speakers tend to read according to the writing given. The research subjects in this study pronounced the word *phrase* according to the pronunciation of their mother tongue and ignored the rules of foreign languages.

Another form of error occurred when the research subjects were asked to pronounce the words *cheval* and *vache*. The results of the pronunciation made by the research subjects showed that the research subjects borrowed the Indonesian [s] sound and used it when pronouncing words such as *cheval* and *vache*. This error occurs due to the proximity of phonetic elements between the [s] and [ʃ] sounds referring to Chaer's (2013) theory of Indonesian phonetics and Léon's (1993) theory of French *finerics*. The [s] sound in Indonesian phonetics is a *lamino-palatale* point, voiceless and fricative. Meanwhile, in French phonetics, the sound [ʃ] comes from the *predoso-prepalatale* point which is articulated in a fricative way as well as voiceless.

Types of Consonant Sound Phonetic Interference

Types d'interférence phonétique des sons consonantiques

In the fourth and fifth steps of language error analysis according to Tarigan (2013), it is necessary to classify and evaluate errors. In this case, the errors described in the previous section can be classified using the theory of interference according to Weinreich (2010). The errors can be divided into 3 groups.

1. Phonemic under- and over differentiation

The research subjects who found it difficult to differentiate the native language sound from the foreign language sound eventually realized the native language sound according to the grapheme contained in the word. They realized the sound [p] was in line with the grapheme p in the word *phrase*. The tendency of Indonesian speakers to read according to the writing given is the cause of this interference.

2. Diffusion of phonetic fashions

The realization of the word *jambe* which should be pronounced [ʒɑ̃ b]. For some research subjects, it is changed to use the sound [j] according to Indonesian phonetic rules. This interference occurs because there is no [ʒ] sound in Indonesian phonetic rules. The research subjects ignored the foreign language phonetic rules and realized all sounds with the mother tongue sound rules. The same interference was also found when the research subjects were asked to pronounce the word *gorge*.

3. Phonetic treatment of borrowed words

Errors caused by the similarity of foreign language lexical elements with the mother tongue fall into this type of interference. This interference was seen when the research subject failed to realize the French [ʃ] sound in the word *vache* [vaʃ]. The word *vache* which has similar lexical elements to the word "vas" in Indonesian made the research subjects substitute the [ʃ] sound with the closest sound in their mother tongue, which is the Indonesian [s] sound.

The last step of language error analysis according to Tarigan (2013) is error evaluation. The evaluation found with various supporting data findings as explained in the previous paragraphs brings this research to one main point. That point is the relationship between the exposure to French provided by the *Family Business* series on Netflix and the French language proficiency of the research subjects. In this evaluation, the series was found to provide exposure to the French language but did not have a significant impact on the subjects' language proficiency. Through the before and after the process of watching the series recorded data, there was a small positive change. This indicates that the series was not able to improve the French vocabulary pronunciation performance of the research subjects. The *Family Business* series proved to be good for introducing *argot* to beginner learners of French, but to improve pronunciation skills, other learning methods are needed. The easiest method to find and implement is learning French through formal education.

CONCLUSION

Referring to the results of the discussion, one of the internet-based audio-visual media called Netflix is proven to be able to provide exposure to new foreign language vocabulary for its audience. This finding supports previous research conducted by Dizon (2018). However, after further investigation, the well-received exposure is not in line with language proficiency skills. Consonant pronunciation errors are heavily influenced by Indonesian, the learners' mother tongue. This finding supports the research by Perdana & Laksman-Huntley (2019). The errors in pronunciation occur due to the tendency to read according to the given word. In addition, the trend of novice learners ignoring or underestimating the phonetic order of foreign languages results in the pronunciation of the sound according to the sound rules of their mother tongue. Weinreich's (2010) statement about a person will tend to replace foreign language sounds according to the closest sound known in the mother tongue is proven true in this study. However, the interference is not phonological interference as stated by Weinreich and found by Meidi & Laksman-Huntley (2020) but rather

phonetic interference. In the context of communication, the listener can still understand the word pronounced by the novice learner but may feel uncomfortable with the incorrect pronunciation. Thus, it can be concluded that the effectiveness of Netflix as a credible foreign language learning medium is not correct. It is true that Netflix can benefit beginner foreign language learners, especially in the form of introducing new vocabulary. However, the discovery of language errors made by the research subjects proves that for now, Netflix is only able to be a medium for entertainment, not as a medium of learning, especially language.

Based on the results of the study, several suggestions can be made. It is necessary to conduct a follow-up study by grouping the research subjects. There is a need to make a separation between groups doing formal French learning such as in the scope of education and another doing informal French learning such as watching Netflix series as a learning medium. The effectiveness of Netflix as a learning media can then be increasingly seen. In further research, statistical data analysis should be conducted. In this study, the research subjects were asked to pronounce consonant sounds five times but only one pronunciation was taken which was close to the correct sound. Therefore, in further research, it is better if the five pronunciations are analyzed statistically to get significant changes.

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