The Relationship Between English Subtitle Usage Among Korean Fans Community and Preference in Learning English

Thesis

By:

Chika Azizah Purtanto

210107110035

ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2025

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2025

APPROVAL SHEET

The Relationship Between English Subtitle Usage Among Korean Fans

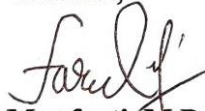**Community and Preference in Learning English**

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Assalamu'alaikum Wr. Wb.

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgment, the work of any other person.

3. Should it be found later that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed on me.

Malang, May 5, 2025

The Researcher,

<u>Chika Azizah Purtanto</u>

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MOTTO

"Once this tire some journey is over, we will be something

the world has never seen."

(Dino – SEVENTEEN)

DEDICATION

This thesis proudly dedicated to my beloved parents, who always fought for the best for me, who never stopped believing in me, whose prayers have never ceased, and whose love and pride have given me the strength to believe I can do anything.

My deepest gratitude also goes to my grandparents, my sister, my brother, and my friends whose suppport me throughout this college journey. Most importantly, I dedicated this thesis to myself for choosing not to give up, for continuing to try, to grow, and to become better. Finally, I did it.

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Bismillahirrahmanirrahim.

All praise belongs to Allah SWT, for His endless mercy and guidance that enabled the writer to gain the knowledge, strength, and determination to complete this thesis entitled *"The Relationship Between English Subtitle Usage Among Korean Fans Community and Preference in Learning English"* in a timely and proper manner. Peace and blessings are also continuously sent to the Prophet Muhammad SAW, who has guided humanity towards goodness.

This thesis is submitted as a requirement for the completion of undergraduate studies in the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. The successful completion of this thesis would not have been possible without the support and contribution of many parties. Therefore, I would like to sincerely extend my heartfelt gratitude to the following individuals and parties for their invaluable support throughout the process of completing this thesis.

1. My beloved family as my biggest supporters; my parents who always believe in me, my siblings who are always with me, my grandparents who always pray for me.
2. Prof. Dr. H. M. Zainuddin, M.A, as the Rector Maulana Malik Ibrahim State Islamic University of Malang.

GUIDELINESS FOR LATIN ARABIC TRANSLITERATION

The joint instructions Number 158 of 1987 and Number 0543b/U/1987 from the Ministers of Education and Culture of the Republic of Indonesia served as the foundation for the transliteration criteria utilized in the composition of Arabic-Latin in this thesis. The following is a summary of these instructions:

A. Words

ا	= a	ز	= z	ق	= q
ب	= b	س	= s	ك	= k
ت	= t	ش	= sy	ل	= l
ث	= ts	ص	= sh	م	= m
ج	= j	ض	= dl	ن	= n
ح	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Diphtong Vocal

أَوْ = aw

أَي = ay

أُوْ = ū

إِي = î

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ABSTRACT

Purtanto, Chika Azizah. 2025. *The Relationship Between English Subtitle Usage Among Korean Fans Community and Preference in Learning English*. Thesis, English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

Advisor: Farid Munfaati, M.Pd

Key Words: relationship, English subtitles, preference, Korean fans community

Many EFL learners struggle with English due to a lack of interest, which is often caused by incompatibility of learning preferences. Students' preferences, such as how they like to study, what media they enjoy, or what topics they are interested in, can strongly influence their engagement in language learning. One way to maintain engagement in language learning is to incorporate learners' personal interests and preferences. It can be from watching content that they like as a language learning media, such as Korean content. The global popularity of Korean pop culture (K-pop) has given rise to a large fan community in Indonesia, where many fans consume Korean content with English subtitles due to the unavailability of Indonesian subtitles. This exposure to English can influence their learning preferences and motivation. As the influence of Korean culture grows, it is important to explore how these viewing habits relate to the preferences of English language learners in Indonesia.

This study aimed to examine the relationship between the use of English subtitles among members of the Korean fan community and their preferences in learning English. Using a descriptive quantitative method, data were collected through questionnaires distributed to 145 high school and university students who frequently watched Korean content with English subtitles. The results of this study indicated a positive association between the use of English subtitles when watching Korean content and the participants' preference in learning English. Data showed that respondents who frequently used English subtitles also tended to report a higher preference for learning English by watching their favorite Korean content. The activity was perceived as pleasant, useful, manageable and in line with their self-image. When learners are engaged in activities that they truly enjoy, they are more motivated to learn English skills beyond Korean viewing, such as listening, reading, writing, and speaking. Therefore, these results suggested that integrating learners' interests with English exposure can naturally enhance their engagement in learning the language.

ABSTRAK

Purtanto, Chika Azizah. 2025. *The Relationship Between English Subtitle Usage Among Korean Fans Community and Preference in Learning English.* Skripsi, Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing: Farid Munfaati, M.Pd

Kata Kunci: hubungan, teks Bahasa Inggris, preferensi, komunitas penggemar Korea

Banyak pembelajar bahasa Inggris sebagai bahasa asing (EFL) mengalami kesulitan karena kurangnya minat, yang sering kali disebabkan oleh ketidakcocokan dengan preferensi belajar mereka. Preferensi siswa, seperti cara belajar yang mereka sukai, jenis media yang mereka nikmati, atau topik yang mereka minati, dapat sangat memengaruhi keterlibatan mereka dalam pembelajaran bahasa. Salah satu cara untuk mempertahankan keterlibatan tersebut adalah dengan menggabungkan minat dan preferensi pribadi siswa ke dalam proses belajar. Salah satunya bisa melalui menonton konten yang mereka sukai sebagai media pembelajaran bahasa, misalnya konten Korea. Popularitas budaya pop Korea (K-pop) yang mendunia telah melahirkan komunitas penggemar yang besar di Indonesia, di mana banyak penggemar menonton konten Korea dengan subtitle bahasa Inggris karena keterbatasan subtitle berbahasa Indonesia. Paparan terhadap bahasa Inggris ini dapat memengaruhi preferensi belajar dan motivasi mereka. Seiring dengan semakin meluasnya pengaruh budaya Korea, penting untuk mengeksplorasi bagaimana kebiasaan menonton ini berhubungan dengan preferensi pembelajar bahasa Inggris di Indonesia.

Penelitian ini bertujuan untuk mengetahui hubungan antara penggunaan subtitle bahasa Inggris di kalangan anggota komunitas penggemar Korea dengan preferensi mereka dalam belajar bahasa Inggris. Dengan menggunakan metode deskriptif kuantitatif, data dikumpulkan melalui kuesioner yang dibagikan kepada 145 siswa SMA dan mahasiswa yang rutin menonton konten Korea dengan subtitle bahasa Inggris. Hasil penelitian menunjukkan adanya hubungan yang positif antara penggunaan subtitle bahasa Inggris saat menonton konten Korea dan preferensi peserta dalam belajar bahasa Inggris. Data menunjukkan bahwa responden yang sering menggunakan subtitle bahasa Inggris cenderung lebih menyukai belajar bahasa Inggris melalui kegiatan menonton konten Korea favorit mereka. Kegiatan ini dipandang menyenangkan, bermanfaat, mudah dilakukan, dan sesuai dengan citra diri mereka. Ketika pembelajar terlibat dalam aktivitas yang benar-benar mereka nikmati, mereka menjadi lebih termotivasi untuk mempelajari keterampilan bahasa Inggris lainnya, seperti menyimak, membaca, menulis, dan berbicara. Oleh karena itu, hasil ini menunjukkan bahwa mengintegrasikan minat pribadi pembelajar dengan paparan bahasa Inggris dapat secara alami meningkatkan keterlibatan mereka dalam proses belajar bahasa.

الخلاصة

يعاني العديد من متعلمي اللغة الإنجليزية كلغة أجنبية (EFL) بسبب قلة الاهتمام ، والذي غالبا ما يكون ناتجا عن عدم التطابق مع تفضيلات التعلم الخاصة بهم. يمكن أن تؤثر تفضيلات الطلاب ، مثل الطريقة التي يحبون التعلم بها ، أو نوع الوسائط التي يستمتعون بها ، أو الموضوعات التي يهتمون بها ، بشكل كبير على مشاركتهم في تعلم اللغة. تتمثل إحدى طرق الحفاظ على هذه المشاركة في دمج اهتمامات الطلاب وتفضيلاتهم الشخصية في عملية التعلم. يمكن أن يكون أحدها من خلال مشاهدة المحتوى الذي يحبونه كوسيلة لتعلم اللغة ، على سبيل المثال المحتوى الكوري. أدت الشعبية العالمية لثقافة البوب الكورية (K-pop) إلى ولادة مجتمع كبير من المعجبين في إندونيسيا ، حيث يشاهد العديد من المعجبين المحتوى الكوري مع ترجمة باللغة الإنجليزية بسبب قيود الترجمة الإندونيسية. يمكن أن يؤثر هذا التعرض للغة الإنجليزية على تفضيلات التعلم ودوافعهم. نظرا لأن تأثير الثقافة الكورية أصبح أكثر انتشارا ، فمن المهم استكشاف كيفية ارتباط عادة المشاهدة هذه بتفضيلات متعلمي اللغة الإنجليزية في إندونيسيا.

هدفت هذه الدراسة إلى معرفة العلاقة بين استخدام الترجمة باللغة الإنجليزية بين أعضاء مجتمع المعجبين الكوري وتفضيلاتهم في تعلم اللغة الإنجليزية. باستخدام طريقة وصفية كمية، تم جمع البيانات من خلال استبيان تم توزيعه على 145 طالبا من طلاب المدارس الثانوية وطلاب الجامعات الذين شاهدوا بانتظام المحتوى الكوري مع ترجمة باللغة الإنجليزية. أظهرت النتائج وجود علاقة إيجابية بين استخدام الترجمة الإنجليزية عند مشاهدة المحتوى الكوري وتفضيلات المشاركين في تعلم اللغة الإنجليزية. تظهر البيانات أن المستجيبين الذين يستخدمون الترجمة الإنجليزية بشكل متكرر يميلون إلى تفضيل تعلم اللغة الإنجليزية من خلال مشاهدة المحتوى الكوري المفضل لديهم. ينظر إلى هذا النشاط على أنه ممتع ومفيد وسهل التنفيذ ووفقا لصورتهم الذاتية. عندما ينخرط المتعلمون في الأنشطة التي يستمتعون بها حقا ، يصبحون أكثر تحفيزا لتعلم مهارات اللغة الإنجليزية الأخرى ، مثل الاستماع والقراءة والكتابة والتحدث. لذلك ، تشير هذه النتائج إلى أن دمج الاهتمامات الشخصية للمتعلمين مع التعرض للغة الإنجليزية يمكن أن يزيد بشكل طبيعي من مشاركتهم في عملية تعلم اللغة.

CHAPTER 1

INTRODUCTION

This chapter explains the background of the study, research question, the objective, the significance of the study, scope and limitation of the study, and the definition of key terms.

1.1. Background of the Study

Learning English as a foreign language can present significant challenges for many learners. Most learners still experienced some difficulties in learning English, particularly in non-English speaking countries like Indonesia. Some of the factors that cause EFL learners to have difficulty learning English are due to the lack of vocabulary they have, lack of understanding of grammar, difficulty memorizing, fear of being laughed at by others if they are wrong, lack of confidence and motivation (Utomo, 2020: Awaliah & Rahmawati, 2024; Megawati, 2016).

All factors that make learning English difficult are often influenced by a lack of interest, including their learning preferences. Although motivation is one aspect, preferences for certain learning styles, media, or content also play a role in how effectively students engage in the process of learning English. Based on research conducted by Anggraeni et al., (2024), an individual who has interest to learn English will have a better passion to keep learning and achieve good results.

In terms of the spirit of learning, Islam emphasizes it very much. Islam teaches that when a person learns something that is beneficial to him or her, then he or she must continue to maintain the spirit and not give up. This lesson can be seen in the following hadith.

Abu Hurairah reported that the Prophet (Peace and blessings of Allah be upon him) said,

اِحْرِصْ عَلَى مَا يَنْفَعُكَ وَاسْتَعِنْ بِاللَّهِ وَلاَ تَعْجِزْ

"*Be enthusiastic in what is beneficial to you, ask Allah for help, and do not be lazy (discouraged).*" (HR. Muslim number 2664).

One way to maintain engagement in language learning is to incorporate learners' personal interests and preferences. It can come from activities that students already enjoy, such as their hobbies or entertainment preferences. When learners are engaged in something they are passionate about, they may be more inclined to pursue the related language skills required to enjoy these activities fully. English learners can have various hobbies that can maintain their learning activities.

For instance, learners can be motivated to learn English from multimedia content that they like the story or topic discussed. Many English learners develop a preference for learning through multimedia, especially subtitled videos, because it provides both visual and auditory exposure. This is in line with the research done by Syahrozi et al., (2019). The study found that students whose English learning activities used movie

media became brave and more confident to express their opinions in English. In addition, students also find it easier to understand the material and succeed in English language skills. Moreover, they may develop a preference for learning through those media. These preferences can shape the way they absorb new vocabulary, understand grammar, or improve listening skills.

Movies and video content, especially those with subtitles, can influence students' preferred methods of engaging with English. Utilizing subtitles as teaching tools holds significant influence in the learning process. Subtitling involves incorporating text (either original or translated) into visual and auditory content while considering timing and spatial factors. (Kord, et al., 2022). Therefore, subtitled content offers an accessible way for learners to engage in English, as they can follow the spoken dialog while reading the subtitles. This dual exposure to auditory and visual language input strengthens vocabulary acquisition and comprehension, making it easier for students to understand meaning and context.

Previous studies have explored the impact of subtitles on language acquisition, showing positive relationship between subtitle usage and learners' motivation. Nadivah & Suryadi (2024) found that the hobby of watching movies using English subtitles will give learners a positive response and improve their English skills. It is also in line with research conducted by Ahmed (2022) that discussed the use of English subtitles and found that watching videos with subtitles can increase students' enthusiasm in learning English and has many other benefits in improving their English skills.

For English second language learners, especially those interested in movies or video content, the motivation to be able to enjoy the content becomes the main driving force behind their desire to improve their language skills. It is especially the case when learners are interested in certain genres or cultural content that may not be available in their native language. In this way, they will be exposed to English while still being able to enjoy their favorite shows.

Content from entertainment media, especially foreign media such as Korean dramas, often serves as a media for language learning. The rise of Korean pop culture (K-pop) and dramas has created dedicated fan communities around the world, including in Indonesia. Many Indonesians enjoy Korean content such as favorite reality shows, movies, dramas, music videos, K-Pop Idol content, and online concert streaming. However, there are many Korean content that do not provide Indonesia subtitles. Therefore, the only thing fans could do to follow the content was that they must use English subtitles.

Many fans inevitably have to turn on English subtitles in order to enjoy the content they love. They would discover the meaning of new vocabulary and memorize it, so that they could follow or understand the content. Over time, fans will eventually want to learn more English, so that they can enjoy and have a better understanding of their favorite content. It might shape their learning preference, for example, preferring to learn through exposure, repetition, and contextual media rather than textbooks. Watching movies or video content with English subtitles helps them understand their

favorite content while learning new context-appropriate vocabulary and grammatical structures.

With the growing influence of Korean culture and the accessibility of English texts, it is important to examine how this affects the Indonesian EFL learners' preference in learning English. The need to understand the storylines, dialogues, and cultural references in their favorite content fosters a deeper engagement with the language and encourages consistent practice and learning.

Khoirunnisa (2023) has conducted a case study on a fan community whose hobby is watching films, content or series using English subtitles. This study found a relationship between motivation to learn English and the use of English subtitles when watching their favorite content. From that research, it can be seen that entertainment can bring and trigger fans and learner's motivation in learning English.

In contrast to Khoirunnisa's (2023) research which used research subjects in a broad community, in this study the researcher want to narrow the research scale to the Korean entertainment fan community. Additionally, the method that researchers will use is also different, which uses quantitative methods of relationship research. Therefore, in this study, researcher wanted to examine how is a relationship between the use of English subtitles among the Korean fan community and preference in learn English. The findings are expected to contribute to a better understanding of how entertainment media influences learners' preferred ways of engaging with English.

1.2. Research Question

From the background of study which had been written above, the researcher identified the problem as follow.

How does the use of English subtitles when watching Korean content relate to the learning preferences of Korean fans?

1.3. Objectives of the Study

The objective of this study is to examine the relationship between the use of English subtitles when watching Korean content videos and the preference in learning English among Korean fans.

1.4. Significance of the Study

The results of this study are expected to provide significant benefits. There are two significances of the research, theoretical significance and practical significance as follow:

1. Theoretical Significance

This research in the future could strengthen existing theories and could be used as a reference for future researchers in conducting a study on the use of English subtitles and preference in learning English.

2. Practical Significance

The results of this study are expected to increase knowledge and be applicable to several parties regarding the use of English subtitles when watching Korean content videos among the Korean fans and their preference in learning English.

1) Educators

Understanding how English-language subtitle have become a popular medium for Korean fans to learn English can help English language educators develop more effective teaching methods. By integrating popular media into the language curriculum, teachers can capitalize on students' interests and create a more engaging learning environment tailored to students' preferences.

2) English Learners

For English language learners, this study highlights the potential benefits of choosing entertainment media as a tool for language learning. Recognizing that watching favorite content with English subtitles can encourage them to take proactive steps in their English studies, combining pleasure with education.

3) Future Researchers

The findings of this study hold substantial significance for future researchers in language education, media studies, and cultural studies field. This study builds a basis for future research to explore the interface between language learning and media

consumption. Future researchers can build on this research by investigating similar relationship in different cultural contexts or among other fan communities, thus expanding the scope of understanding in this area.

1.5. Scope and Limitation of the Study

This research has scope and limitation as described below.

1. Scope of the study

The scope of this study is the relationship between the use of English subtitles when watching Korean content videos among the Korean fans and their preference in learning English.

2. Limitation of the study

This study has several limitations. Firstly, this study only focuses on the relationship between the use of English subtitles among Korean fans when watching Korean content videos and their preference in learning English. Secondly, the participants of this study consist primarily of a specific community of Korean fans who frequently engage with with Korean content as well as English subtitles while watching it. Additionally, the participants were also currently studying at the high school and college levels.

1.6. Definition of Key Terms

      To avoid misunderstanding and to ensure clarity throughout the research, the following key terms are defined as they are used in the context of this study.

1. Relationship

Relationship refers to a association or connection between two variables being studied. In this study, it specifically examines how the use of English subtitles by Korean fans is related to their preference in learn English.

2. Subtitle

Subtitle is the written text displayed on the screen that translates or transcribes the spoken dialogue in a video. It serves to translate or transcribe what speakers are saying, enabling viewers to follow the storyline and understand the dialogue, even if they are not fluent in the language being spoken. In this context, English subtitles are used to help viewers understand Korean content while simultaneously exposing them to the English language.

3. Korean Fans Community

Korean Fan Community refers to a group of individuals who have a strong interest in Korean media. These communities actively engage with Korean content and often discuss, share, and promote their favorite works among themselves. In this study, the specific Korean fan community is Indonesian and frequently watches

Korean content, such as reality shows, movies, dramas, music videos, K-Pop Idol content, and online concert streaming.

4. Preference

The term preference refers to an individual's tendency or inclination toward a particular choice or behavior. In this study, preference refers to students' favored ways, attitudes, or tendencies in learning English. This includes their personal choices regarding learning methods, such as using English subtitles while consuming media, and the extent to which they perceive such methods as effective, enjoyable, or helpful in improving their English language skills.

5. English Language Learning

This term describes the process of acquiring proficiency in the English language. It includes various skills such as reading, writing, listening, and speaking, which are essential for effective communication and comprehension.

CHAPTER II

LITERATURE REVIEW

This chapter provides a comprehensive overview of the theories, concepts, and previous research relevant to the topic of this study. By reviewing previous studies on the use of subtitles, language learning motivation, and the role of fan communities, this chapter aims to build a theoretical foundation to understand the relationship between the use of English subtitles and preference in learn English.

2.1. Subtitle

2.1.1. The Definition of Subtitle

A subtitle is the written translation of the written source text from a film, displayed at the bottom of the screen alongside the original visuals (Chang, 2012). Based on Cintas (2012), subtitle can be defined as a written text, usually at the bottom of the screen, to convey the original dialogue of the speakers, along with visual elements shown in the image (such as letters, inserts, graffiti, and signs) and auditory information from the soundtrack (including songs and off-screen voices).

2.1.2. Type of Subtitles

Based on Cintas (2012), subtitles can be categorized into three main types from a linguistic perspectives as follows.

1. Intralingual subtitle: It often referred to as captions in American English, are created in the same language as the dialogue of the audiovisual content. These

subtitles are primarily used to aid viewers who may be deaf or hard of hearing, providing a text-based representation of spoken dialogue, sound effects, and relevant background noises. Intralingual subtitles enhance accessibility and understanding, especially in noisy environments or for individuals who may struggle with auditory processing.

2. Interlingual subtitle: It involves translating the spoken or written message into a different language. This type is essential for reaching audiences who speak various languages, allowing them to engage with content that might otherwise be inaccessible. Interlingual subtitles are common in international films, television shows, and other media, facilitating cross-cultural exchange and understanding.

3. Bilingual subtitle: It is a specific subset of interlingual subtitles, produced in geographical areas where two or more languages are spoken, such as in Belgium, where both Flemish and French are prevalent. They are also frequently utilized in international film festivals to attract a wider audience, enabling viewers to follow the content in either of the two languages presented.

The type of subtitles referred to in this research is the type of interlingual subtitles. The researcher examined a community of Korean fans who like to watch Korean content using English interlingual subtitles.

2.1.3. Language Learning by Subtitle in Formal and Informal Settings

The most common form of international mass communication today is based on sound, images, and text. Therefore, many of the latest methods for foreign language learning are based on multimedia learning tools. The subject of subtitle learning and language learning will always evolve. For over four decades, scholars have studied the use of subtitled audiovisual content in foreign language learning. Research consistently shows that subtitles enhance both linguistic and cultural understanding, whether in formal or informal settings (Gambier & Doorslaer, 2010).

In informal settings, movies, TV shows, documentaries and other audiovisual products are popular sources of entertainment nowadays and are in high demand. Multilingual viewers often rely on subtitles to understand the content they are watching. Research showed that people in countries that use subtitles tend to have a better understanding of the foreign language compared to those who use voiceovers. These viewers primarily aim to enjoy the content, with foreign language learning happening unintentionally and unconsciously. The main difference between intentional and unintentional language learning lies in the relaxed mindset of the viewer. When language learning is the goal, viewers often experience anxiety due to the pressure of formal learning, which can hinder their progress.

Whereas when subtitled videos are used in formal teaching and learning contexts, they are usually accompanied by pre-viewing and post-viewing activities. These activities guide learners to watch the video with specific tasks, such as focusing

on pronunciation, vocabulary or sentence structure. Short clips from TV shows or movies are preferred to avoid loss of concentration, which can hinder learning. When learners start watching, they engage cognitive processes that help them focus on the required tasks, depending on their cognitive ability, prior knowledge and concentration. Even with low effort, learners may still absorb language unconsciously, as if they are watching to relax and not to learn. (Gambier & Doorslaer, 2010).

2.2. Korean Fans Community

Storey (2018) argues that the most visible part of the audience of pop culture texts and practices are fans. Therefore, it can be said that with the consumption of popular culture, there will always be a community of fans. A community is a group of individuals who share common interests and pride, as well as unique characteristics that set them apart from others. The community engages in various activities together, leading to the emergence of a new lifestyle that defines their identity (Wardani, 2015). Thus, the Korean fan community itself can be defined as a group of individuals who share a common interest in Korean culture and media.

The emergence of Korean fan communities was during the widespread consumption of Korean culture and media, or the so-called *Korean Wave*. This led to the formation of many fans or what eventually became a community or what is also known as fandom. The presence of fans is a big part in the development of art including Korean music or K-Pop (Afifah & Kusuma, 2019).

Korean fans not only find out about their idols, but also connect with other fans through social media and often join certain communities to exchange information about their favorite artists. Within these communities, fans support their idols which also plays an important role in maintaining their idols' existence. Supporting idols can be done by keeping up to date with their idols' information from watching their content. despite the different language.

Thus, the context of fans that will be examined in this research is Indonesian people who often watch Korean content. using English subtitle. This fandom consists of fans united by a common interest in Korean content such as reality shows, movies, dramas, music videos, K-Pop Idol content, and online concert streaming. Their frequent use of English subtitles while watching such content makes this fandom relevant to studies on language learning preference.

2.3. Preference and Its Relationship with Motivation in Learning English

According to A'yuni (2021), preference is a concept that assumes a choice between several real or imaginary alternatives and the possibility of ranking those alternatives based on pleasure, satisfaction, gratification, and usefulness. Preference is a person's interest in seeing something they like, something they choose as their main option, something that is a priority need and provides more benefits.

In addition, based on Zahara's statement (2024), learning preferences are an analysis of a person's tendencies in acquiring, absorbing, organizing, and processing information during the learning process. Because everyone's preferences are different,

choosing the appropriate learning methods and media will affect how effectively and efficiently a person absorbs information, thereby increasing their persistence in learning.

Research showed that students who learn using media that interests them and suits their preferences tend to be more motivated and show better learning outcomes (Ceberio et al., 2016; Gikas & Grant, 2013; Sanulita et al., 2024). In language learning, preference can influence which materials, media, or strategies learners are more inclined to use, such as favoring subtitled videos or certain content genres. Preference shapes how learners engage with learning resources and can impact their consistency and enthusiasm.

Dörnyei (2001) described motivation as a useful term for discussing a concept that is widely regarded as a crucial aspect of human behavior, yet is incredibly complex. Human behavior consists of two fundamental dimensions, direction and magnitude (or intensity), making motivation inherently related to both. Motivation influences the choice of a specific action, the effort invested in it, and the persistence with which it is pursued. In essence, motivation helps explain why individuals decide to engage in an activity, how much effort they will put into it, and how long they are willing to maintain their commitment.

Building on that understanding, in the context of language learning, students' preferences—such as the selection of learning topics, materials, or media—can strongly influence their level of motivation. When learners are allowed to choose

learning methods that align with their personal interests, they are more likely to feel engaged and develop a positive attitude toward the learning process.

This connection between preference and its relationship with motivation in learning English is supported by Gopalan et al. (2017), who stated that motivation is important in students' engagement in academic activities, as it directly affects their participation and contribution in the learning environment. Highly motivated students tend to engage in activities willingly without seeking external rewards, whereas those with lower motivation often require incentives to get involved. Research has identified key factors that drive motivation: challenge, curiosity, control, fantasy, competition, cooperation, and recognition.

These factors highlight that learning effectiveness is not solely determined by cognitive abilities, but also by the emotional and personal relevance of the learning experience. When students are able to learn in ways that reflect their preferences, such as visual learning or exploring topics they enjoy, they are more likely to stay motivated and perform better. Conversely, a lack of motivation can lead to frustration and reduced productivity. To better understand this, it is important to explore two common types of motivation in learning: intrinsic and extrinsic motivation. These concepts help explain how internal and external factors affect learners' behaviors and outcomes.

Intrinsic motivation, as defined by Ryan & Deci (2000), refers to an individual's drive to engage in an activity because of the satisfaction it brings from within, rather than due to external factors or consequences. People driven by intrinsic motivation are

not influenced by external forces such as pressure, encouragement, or rewards. On another level, intrinsic motivation also exists in the relationship between the individual and the activity. A person may feel intrinsically motivated to engage in one activity but not another, and not everyone can be intrinsically motivated for every task. Therefore, intrinsic motivation can be linked to a person's interest in the task, while others define it in terms of the satisfaction gained from engaging in intrinsically motivated tasks.

In line with this, Yardimci et al. (2017) stated that the main reason for performing a particular activity is from the individual's enjoyment and satisfaction. Key factors that trigger intrinsic motivation include curiosity, control, and imagination. In the context of education, a strong will and positive attitude are essential for maintaining motivation. Moreover, intrinsic motivation has a significant and positive relationship with academic achievement. Intrinsic motivation encourages individuals to participate in academic activities for the enjoyment, challenge, and uniqueness they offer, without relying on external pressure or rewards. Attitude toward learning is also considered important and influences academic success. Intrinsic motivation fosters positive energy and helps sustain the knowledge acquired over a long period. (Gopalan et al., 2017)

Meanwhile, extrinsic motivation originates from external factors influencing an individual's actions. A person is considered extrinsically motivated when they are driven by rewards or subjected to pressure or compulsion. Common external factors that influence motivation include rewards, coercion, competition, recognition, and punishment. Research has shown that extrinsic rewards can reduce intrinsic motivation. Children who expect (and receive) rewards for drawing spend less time engaging with

drawing materials in subsequent observations compared to those who receive unexpected rewards or no external incentives at all. (Tohidi & Jabbari, 2012)

Initially, motivation can be developed extrinsically and gradually shift to intrinsic motivation as the learning process deepens. While extrinsic motivation can foster high levels of willpower and engagement, it does not sustain as long as intrinsic motivation. If students are consistently motivated by external factors, it may become a habit for them to perform only to gain rewards rather than for personal growth. Furthermore, when an individual is neither intrinsically nor 3extrinsically motivated, they may experience a state known as amotivation. As Yardimci et al., (2017) stated, amotivation is a negative form of motivation in which individuals fail to connect their current situation with the activities they are required to engage in. This often occurs when individuals fear failure, feel frustrated, or encounter significant difficulties in learning or completing tasks.

Both intrinsic and extrinsic motivation have unique characteristics that contribute to student motivation. Both are essential in the learning process. Learning is a complex process, and motivation serves as its foundation. Therefore, students need to be highly motivated to face challenges, understand the process, and apply what they learn in real-world situations. Intrinsic motivation fosters self-driven learning, while extrinsic motivation provides direction and purpose in pursuing educational goals.

Moreover, according to Dörnyei (2003), alongside the cognitive revolution in psychological research, several influential cognitive motivation theories emerged in

psychology. Researchers in second language (L2) motivation began to utilize these theories to gain a better understanding of L2 motivation. In the 1990s, psychology experienced another major change when cognitive psychology began to include neurobiological research, leading to a new area called cognitive neuroscience. Issues related to language became very important in this new framework. As a result, John Schumann's use of neurobiological research in studying second language acquisition (SLA).

In the 1990s, John Schumann introduced a new approach to the study of motivation in second language (L2) learning through neurobiological research. He investigated how brain mechanisms play a crucial role in the language learning process. The main constituent of Schumann's theory is stimulus appraisal, which occurs in the brain along five dimensions: novelty (degree of unpredictability/familiarity), enjoyment (attractiveness), goal/need significance (useful in satisfying needs or achieving goals), coping potential (easy to organize), and self and social image (fitting with social norms and the individual's self-concept). This theory states that the brain evaluates language learning experiences based on whether the experience is new, enjoyable, useful, manageable, and aligned with our self-image. These evaluations shape how we feel motivated to act, including in learning.

This evaluation process is closely connected to individual learning preferences. When students engage in learning activities that match their interests and personal relevance, they are more likely to perceive those experiences positively across the five appraisal dimensions. In other words, aligning learning with student preferences

increases the chances that the experience will feel enjoyable, meaningful, and emotionally rewarding.

Schumann also explained that the brain functions like it is "foraging for food" when learning, using the same processes involved in searching for something important in life. These evaluations form the emotional foundation of an individual and have a significant influence on language learning motivation. Schumann further expanded his theory by describing language learning as similar to knowledge foraging, driven by incentive motivation and regulated by the brain's stimulus appraisal system. This neurobiological approach offers a new perspective on how second language learning motivation can be influenced by underlying cognitive and biological processes.

This approach reinforces the idea that learning preferences—such as choosing media, topics, or environments that students enjoy—can serve as powerful motivators. When students are allowed to engage with materials they like or find personally meaningful, their brains are more likely to appraise the experience favorably, triggering and sustaining motivation in the long term.

Schumann's neurobiological approach provides a strong foundation for understanding how emotionally engaging and meaningful experiences can enhance motivation in second language learning. One such experience can be seen in the habits of Korean pop culture fans who frequently consume Korean dramas, music, and variety shows. These fans are regularly exposed to English subtitles, which often serve as their main tool for understanding the content. In this context, English subtitles do not

function merely as translation aids, but also as a consistent and repeated source of language input.

The strong emotional connection to Korean content, such as admiration for idols, interest in storylines, or the desire to understand lyrics, can trigger positive evaluations of the language learning experience, as described in Schumann's stimulus appraisal theory. When the experience is perceived as enjoyable, relevant, manageable, and aligned with one's identity, the brain tends to respond positively, reinforcing motivation. In other words, the use of English subtitles while engaging with Korean content creates conditions that match the five key factors in Schumann's theory.

2.4. Previous Related Study

To understand the relationship between English subtitle usage in the Korean fan community and motivation in learning English, it is important to examine previous studies. Research has explored how subtitles influence language acquisition and preference in learning English, particularly in fan communities engaging with foreign media. This section reviews key findings from earlier studies to provide context for the current research.

The first study conducted by Khoirunnisa, (2023) titled *Indonesian English Foreign Language Learners' Experience on Using English Subtitles for Increasing Interest to Learn English (A Case Study on Fan Communities)*, employed a qualitative case study method. It focusing on fan community members who frequently use English subtitles while watching various content like Korean dramas, variety shows, and English series.

Participants, including high school and college students, were chosen via social media, particularly Twitter, with 108 respondents for the questionnaire and seven for interviews. The study aimed to examine how English subtitles boost learners' interest in studying English, especially among Indonesian EFL learners. The finding showed that watching favorite content with English subtitle was beneficial for increasing interest to learning English. The results indicated that encountering unfamiliar words in English subtitles stimulated curiosity and encouraged learners to invest more effort in understanding them. Participants found that learning through subtitles was more enjoyable and flexible compared to traditional classroom methods, as it allowed them to learn at their own pace while engaging with content they liked. The study concluded that using English subtitles significantly enhanced learners' motivation to improve their English skills.

The second study conducted by Ahmed (2022) titled *Perception and Opinion of Students on the Use of Subtitled Video to Improve Their English Vocabulary and Learning Motivation: Tertiary Level Students of Bangladesh*, aimed to explore students' perceptions of using subtitled videos to boost motivation in learning English and the benefits they perceive in using such materials. This study was conducted with 50 students from Jashore University of Science & Technology through a quantitative survey method. The null hypothesis, which predicted negative perceptions of subtitled videos, was rejected based on the results of a one-sample t-test, which showed a significant difference between the mean score and the test value ($p < 0.05$). The findings supported the alternative hypothesis, showing that students had a positive

perception of subtitled videos, particularly for their motivational impact and as a useful tool for improving English skills. Moreover, students identified several benefits of using subtitled videos, including enhanced motivation, personal interest, academic fulfillment, and overall improvement in English proficiency. The study concluded that subtitled videos contribute positively to language learning by not only making the learning process more engaging but also meeting students' academic needs.

The third study by Teng (2022), titled *Incidental L2 Vocabulary Learning from Viewing Captioned Videos: Effects of Learner-Related Factors*, aimed to explore the impact of watching a documentary TV program on incidental vocabulary learning and the extent to which this learning is influenced by learner-related factors such as L2 proficiency level and language aptitude. The study involved 82 Chinese-speaking EFL learners, who were divided into two groups: one group watched a video with captions, and the other watched a video without captions. The participants were first-year English majors with English proficiency at the B1-B2 level. The findings demonstrated that the group watching captioned videos performed significantly better in vocabulary recall and recognition compared to the group watching videos without captions. The results highlighted the effectiveness of captioned videos in incidental vocabulary learning, especially in recalling word form and meaning. It showed that it can increase motivation for language learning, reduce emotional barriers, lower anxiety, improve comprehension with subtitles, help remember ideas, not just words, and encourage reading and visual skills.

Based on several related previous studies, the researcher identified both similarities and gaps between this research and earlier study. The common finding is that all studies indicate that the use of subtitles positively contributes to the language learning process. However, the researcher found differences in focus and scope among the studies. Some studies examine specific learners in particular schools, while this research focuses on fan communities that are not tied to any specific institution.

In the first study, the focus is similar, examining the use of English subtitles among fans who enjoy watching foreign language content. However, that study looks at all types of fans, while this research specifically investigates Korean fans. That study used a qualitative method with a case study design, while this research will use a descriptive quantitative.

The second study involved participants from higher education in Bangladesh, whereas this research will focus on fans of Korean content, who may have different contexts. Additionally, that study emphasized vocabulary improvement, while this research will concentrate solely on overall learners' preference in learning English.

The third study investigates incidental vocabulary learning from watching videos with subtitles and its effects on learner-related factors. Although it used a quantitative method and evaluates the effects of subtitles on learning, it focused more on vocabulary, while this research will examine preference in learning English. Furthermore, that study involved participants from a different cultural background,

specifically Mandarin speakers, which provides a different context to Indonesians who are fans of the Korean content that will be the focus of this study.

Overall, while there are several similarities in the theme of subtitle usage and motivation in learning English, this research has a more specific focus and different methodology. It is expected to provide new insights into the impact of English subtitle usage on learning preference among Korean content fans.

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology applied in this study, including the research design, subject of the study, instrument, data collection, validity, reliability, and data analysis methods.

3.1. Research Design

This study used a descriptive quantitative method that aimed to explore the relationship between the use of English subtitles among Korean fans and their preference to learn English. This study focused on two main variables:

1. Independent Variable (X): The use of English subtitles while watching Korean content.
2. Dependent Variable (Y): Preference in learn English.

3.2. Sample and Population

The population for this study comprises individuals who are active members of the Korean fan community, specifically those who frequently engage with Korean content that is presented with English subtitles. This demographic includes a diverse range of viewers, such as those who consume K-Pop content, Korean dramas, films, variety shows, and who rely on English subtitles to enhance their understanding and enjoyment of the material. By focusing on this particular group, the study aimed to explore their

viewing habits, preferences, and the impact of subtitles on their overall experience of Korean media.

The sampling technique used in this study was purposive sampling, which targets a specific group of people who meet particular criteria relevant to the study's objectives. In this study, there were 145 subject participants who were high school students or university students who were part of the Korean fan community and frequently watched Korean content with English subtitles. The reason for selecting these criteria was to focus on participants who not only actively watched Korean content but were also exposed to English subtitles, which may influence their preference to learn English.

3.3. Research Instrument

The primary instrument for data collection in this study was a questionnaire that used Likert-scale items to assess both variables. The scoring for agreement questionnaire can be seen as shown in the table below.

Table 3.1. Scoring for questionnaire

Alternative Answer	Score
Strongly Agree	5
Agree	4

Neutral	3
Disagree	2
Strongly Disagree	1

The questionnaire consists of several sections designed to capture both the use of English subtitles and the participants' prefernce to learn English.

1. English Subtitle Usage (X): This section of the questionnaire will ask respondents about the frequency and preference of using subtitles when watching Korean content.
2. Preference to Learn English (Y): This section will measure the participants' preference to learn English, particularly influenced by their subtitle usage.

3.4. Validity and Reliability Testing

3.4.1. Validity

To ensure the validity of the questionnaire, both expert judgment and statistical analysis were conducted in this study. Firstly, the instrument was validated by a lecturer who is an expert in English language education. The expert evaluation ensured that each item was conceptually appropriate, clear, and aligned with the research objectives

In this study, item validation was also used to determine which items can be used as research instruments. The testing was conducted with the assistance of SPSS version 24. An item is considered valid if the calculated relationship coefficient (r count) is greater than or equal to the r table. In this study, with a significance level of 5% and a sample size that corresponds to an r table value of 0.176, all 30 questionnaire items were found to be valid because their r count values exceeded 0.176. The complete results of the validity test for each item are presented in table 3.2 below.

3.2 The result of validation of questionnaire items

Item	R_{table}	R_{score}	Sig.	Interpretation
1	0.176	0.540	0.000	Valid
2	0.176	0.614	0.000	Valid
3	0.176	0.576	0.000	Valid
4	0.176	0.466	0.000	Valid
5	0.176	0.619	0.000	Valid
6	0.176	0.714	0.000	Valid
7	0.176	0.724	0.000	Valid
8	0.176	0.649	0.000	Valid

9	0.176	0.709	0.000	Valid
10	0.176	0.494	0.000	Valid
11	0.176	0.584	0.000	Valid
12	0.176	0.688	0.000	Valid
13	0.176	0.499	0.000	Valid
14	0.176	0.380	0.000	Valid
15	0.176	0.321	0.000	Valid
16	0.176	0.534	0.000	Valid
17	0.176	0.518	0.000	Valid
18	0.176	0.509	0.000	Valid
19	0.176	0.469	0.000	Valid
20	0.176	0.579	0.000	Valid
21	0.176	0.501	0.000	Valid
22	0.176	0.557	0.000	Valid
23	0.176	0.623	0.000	Valid

24	0.176	0.536	0.000	Valid
25	0.176	0.488	0.000	Valid
26	0.176	0.514	0.000	Valid
27	0.176	0.497	0.000	Valid
28	0.176	0.480	0.000	Valid
29	0.176	0.515	0.000	Valid
30	0.176	0.499	0.000	Valid

Based on the results of the validity test, all 30 items in the questionnaire were considered valid because their r_{count} values were greater than the r_{table} value. This means that the items were able to measure what they are intended to measure. Moreover, tthe items were statistically acceptable and contributed meaningfully to the construct being studied. Since none of the items fell below the required threshold, no item needed to be revised or removed. Therefore, it can be concluded that all of the items are valid and appropriate to be used as research instruments in this study.

3.4.2. Reliability

In this study, the reliability of the instrument was tested using Cronbach's Alpha formula with the assistance of SPSS version 24. In a reliability test, Cronbach's Alpha

is used to measure how well the items in a questionnaire are related to each other and whether they consistently measure the same concept. The outcome of the reliability analysis is presented in Figure 3.1 below.

Figure 3.1 Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.915	30

Based on the result shown in Figure 3.1, the Cronbach's Alpha value of 0.915 indicated that the questionnaire used in this study has a high level of internal consistency, meaning they are consistent and trustworthy for collecting data. Moreover, the reliability test was conducted using a 5% significance level, which means the analysis was performed with 95% confidence. This significance level indicates that there is only a 5% chance of making an error in concluding that the instrument is reliable.

In addition, the reliability test also referred to the comparison between the r-count value of each item and the r-table value. With a significance level of 5%, the r-table value was 0.176. Since the r-count values of all items were greater than the r-table value, it can be concluded that all items were considered reliable and acceptable for further analysis. Thus, the instrument used in this study was proven to be both reliable and valid.

3.5. Data Collection

Data were collected through the distribution of the questionnaire via social media platforms where members of the Korean fan community are highly active, such as Twitter, WhatsApp, and Instagram. These platforms were chosen due to their popularity among the targeted community, ensuring a more efficient and focused outreach.

3.6. Data Analysis

The collected data were analyzed using several statistical methods to determine the relationship between the use of English subtitles and the participants' preference to learn English. Each item in the questionnaire was assigned a score based on the respondent's answer. Once the total scores for all participants are obtained, a normality test was carried out using the Kolmogorov-Smirnov to check if the data follows a normal distribution. After that, a descriptive analysis will be performed to examine the relationship between English subtitle usage and preference to learn English.

CHAPTER IV

FINDING AND DISCUSSION

4.1. Research Findings

4.1.1. Respondents' Profile

This study involved a total of 145 respondents, all of whom are members of Korean fan communities and have experience in watching Korean content with English subtitles.

Table 4.1 Respondents' Gender Distribution

Gender	Frequency	Percentage (%)
Female	142	97,9%
Male	3	2,1%
Total	**145**	**100%**

As shown in the table, the majority of participants were female (n = 142; 97.9%), while only three respondents (2.1%) identified as male. This indicates a significant gender imbalance, which reflect the general demographic composition of Korean fan communities in Indonesia.

Diagram 4.1 Respondents' Age Distribution

	16	17	18	19	20	21	22	23	24	25	26	27	28	31	32
■ Series1	5	7	5	3	12	38	28	13	7	1	2	1	1	1	1
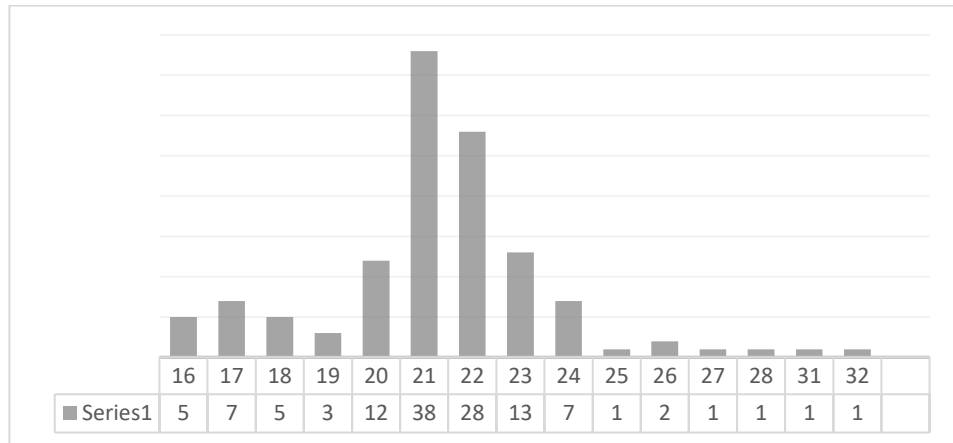
The respondents' ages ranged from 16 to 32 years old, with the most common age being 21 years old. This suggests that the majority of participants were in the category of late adolescents to young adults. It is an age group commonly active in online fan communities and digital media consumption, especially related to global phenomena such as K-pop.

Table 4.2 Respondents' Educational Status

Educational Status	Frequency	Percentage (%)
College Student	123	84,8%
Senior High School Student	20	13,8%
Master's Degree Student	2	1,4%
Total	**145**	**100%**

In terms of educational background, most respondents were college or university students (n = 123; 84.8%), followed by senior high school students (n = 20;

13.8%), and a small proportion of master's degree students (n = 2; 1.4%). These figures indicate that the participants are generally well-educated and are likely to have developed cognitive and motivational frameworks relevant to language learning.

4.1.2. Normality Test

To determine whether the data is normally distributed, the One-Sample Kolmogorov-Smirnov test was conducted. The results are presented in the picture below.

Figure 4.1 One-Sample Kolmogotov-Smirnov Normality Test

N		145
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	4.30301925
Most Extreme Differences	Absolute	.066
	Positive	.066
	Negative	-.061
Test Statistic		.066
Asymp. Sig. (2-tailed)		.200[c,d]

As shown, the significance value (Asymp. Sig. 2-tailed) is 0.200, which is greater than the threshold of 0.05. This indicates that the residuals are normally distributed. In addition, the test statistic value is 0.066, and the most extreme differences (both positive and negative) are relatively small, further supporting the assumption of normality. Therefore, it can be concluded that the data meets the assumption of normal distribution.

4.1.3. Descriptive Statistics

This study employed a quantitative descriptive method to examine respondents' use of English subtitles and their preference in learning English. The data were collected from 145 participants, all of whom provided complete responses. The results were summarized in the table below.

Table 4.3 Descriptive Statistics of Research Variables

	N Statistic	Minimum Statistic	Maximum Statistic	Mean Statistic	Std. Error	Std. Deviation
English Subtitle	145	41	75	62.94	.613	7.376
Preference in Learning English	145	53	75	67.86	.458	5.510
Valid N (listwise)	145					

The descriptive analysis showed that the scores for the use of English subtitles ranged from a minimum of 41 to a maximum of 75, with a mean score of 62.94. This indicated that respondents tended to use English subtitles at a moderately high level. In comparison, the preference for learning English had a minimum score of 53 and a maximum of 75, with a mean score of 67.86, suggesting that participants generally had a stronger preference for learning English than for using English subtitles.

In terms of standard error, which reflected the accuracy of the sample mean as an estimate of the population mean, both variables showed relatively small values,

0.613 for English subtitle use and 0.458 for learning preference. These values suggested that the calculated mean scores were precise and reliable.

The standard deviation, which described the spread or variability of the data, was 7.376 for the use of English subtitles and 5.510 for learning preference. This meant that while there was a moderate variation in how frequently respondents used English subtitles, their preferences for learning English were more consistent and closely clustered around the average score.

Overall, the results indicated that respondents not only showed a generally positive tendency in using English subtitles, but also demonstrated a strong and consistent preference for learning English. The relatively low standard errors and moderate standard deviations supported the reliability of the data and suggested that the findings could be considered representative of the broader population.

In order to gain a deeper understanding of the respondents' tendencies regarding the use of English subtitles and their motivation in learning English when watching Korean content, the distribution of their answers for each item was analyzed. The items were measured using a Likert scale, with five options, such as Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Table 4.3 below shows the details of respondents' answer distribution regarding the frequency and preference of respondents in using English subtitles when watching Korean content.

Table 4.4. Frequency and preference of using English subtitles when watching

Korean content

No	Statement	SA (n/%)	A (n/%)	N (n/%)	D (n/%)	SD (n/%)	Total
1.	Since becoming a fan of Korean content, I have always used English subtitles when watching my favorite Korean content.	45 (31%)	74 (51%)	21 (14,5%)	4 (2,8%)	1 (0,7%)	145
2.	I frequently watch my favorite Korean content with English subtitles.	66 (45,5%)	54 (37,2%)	21 (14,5%)	3 (2,1%)	1 (0,7%)	145
3.	I often look for Korean content that provides English subtitles to help me better understand the content.	81 (55,9%)	48 (33,1%)	13 (9%)	3 (2,1%)	-	145

4.	I prefer using English subtitles rather than dubbed versions when watching my favorite Korean content.	112 (77,2%)	26 (17,9%)	7 (4,8%)	-	-	145
5.	I prefer using English subtitles rather than subtitles in other languages when watching my favorite Korean content.	53 (36,6%)	53 (36,6%)	35 (24,1%)	4 (2,8%)	-	145
6.	I feel more comfortable watching my favorite Korean content with English subtitles.	55 (37,9%)	60 (41,4%)	27 (18,6%)	3 (2,1%)	-	145
7.	I feel satisfied when watching my favorite Korean content with English subtitles.	61 (42,1%)	60 (41,4%)	20 (13,8%)	3 (2,1%)	1 (0,7%)	145

8.	Using English subtitles while watching Korean content helps me better understand the content as a whole.	61 (42,1%)	59 (40,7%)	21 (14,5%)	4 (2,8%)	-	145
9.	I feel that using English subtitles makes it easier for me to understand the context, emotions, and culture embedded in Korean content.	52 (35,9%)	65 (44,8%)	24 (16,6%)	4 (2,8%)	-	145
10.	I find that English subtitles help me comprehend specific terms or slang in Korean that are difficult to translate.	68 (46,9%)	52 (35,9%)	23 (15,9%)	2 (1,4%)	-	145
11.	I prefer watching Korean content with English subtitles because I believe	60 (41,4%)	56 (38.6%)	26 (17,9%)	3 (2,1%)	-	145

	the translation quality is more accurate.					
12.	I prefer watching Korean content with English subtitles because it allows me to connect better with the content.	51 (35,2%)	66 (45,5%)	21 (14,5%)	7 (4,8%)	-	145
13.	I do not find it difficult to understand Korean content when using English subtitles.	57 (39,3%)	64 (44,1%)	22 (15,2%)	2 (1,4%)	-	145
14.	When encountering unfamiliar English vocabulary, I look up the meaning of the words.	93 (64,1%)	39 (26,9%)	8 (5,5%)	5 (3,4%)	-	145
15.	If I come across new vocabulary while watching Korean content with English subtitles, I write it down.	33 (22,8%)	32 (22,1%)	40 (27,6%)	29 (20%)	--11 (7,6%)	145

Based on the results of the questionnaire distribution shown in Table 4.3, it can be seen that the majority of respondents show a high tendency to use English subtitles when watching Korean content. The findings showed that most respondents answered "Strongly Agree" and "Agree". In the first statement, 45 respondents (31%) strongly agreed and 74 respondents (51%) agreed that they always use English subtitles since becoming a fan of Korean content. The same can be seen in the second statement, where 66 respondents (45.5%) strongly agreed and 54 respondents (37.2%) agreed that they often watch their favorite content with English subtitles.

The majority of participants also showed a clear preference for English subtitles. In the fourth statement, 112 respondents (77.2%) strongly agreed and 26 respondents (17.9%) agreed that they prefer English subtitles over dubbed versions. In addition, 106 respondents (73.2%) also prefer English subtitles to subtitles in other languages.

In terms of comfort and satisfaction, 115 respondents (37.9% strongly agree, 41.4% agree) felt more comfortable using English subtitles, and 121 respondents (42.1% strongly agree, 41.4% agree) stated that they felt satisfied when watching them. The use of subtitles is also considered to be helpful in understanding the content. In the eighth statement, 120 respondents (42.1% strongly agree, 40.7% agree) felt subtitles helped them understand the overall content. In addition, 117 respondents (80.7%) felt subtitles helped in understanding the context, emotions, and culture in Korean content.

On the vocabulary aspect, 120 respondents (82.8%) stated that subtitles help understand Korean terms or slangs that are difficult to translate.

Moreover, 132 respondents (91%) admitted that they often look up the meaning of unfamiliar English vocabulary when watching with subtitles. Although only about 45% of respondents (22.8% strongly agree, 22.1% agree) wrote down the new vocabulary, this still shows that there is a learning process happening indirectly.

Meanwhile, the details of the distribution of respondents' answers regarding the frequency and preferences of respondents in learning English can be seen in table 4.4 below.

Table 4.5. Frequency and preference in learning English

No	Statement	SA (n/%)	A (n/%)	N (n/%)	D (n/%)	SD (n/%)	Total
1.	I find watching Korean content with English subtitles to be an enjoyable experience, which motivates me to learn English.	84 (57,9%)	56 (38,6%)	4 (2,8%)	1 (0,7%)	-	145

2.	I find watching Korean content with English subtitles to be a useful experience, which motivates me to learn English.	87 (60%)	50 (34,5%)	6 (4,1%)	2 (1,4%)	-	145
3.	I find watching Korean content with English subtitles to be a manageable experience, which motivates me to learn English.	66 (45,5%)	71 (49%)	6 (4,1%)	2 (1,4%)	-	145
4.	I find watching Korean content with English subtitles to be an experience aligned with my self-image, which motivates me to learn English.	63 (43,4%)	73 (50,3%)	8 (5,5%)	1 (0,7%)	-	145

5.	Watching Korean content with English subtitles makes me want to improve my English skills to better understand the content.	91 (62,8%)	45 (31%)	9 (6,2%)	-	-	145
6.	I feel motivated to learn new vocabulary after watching Korean content with English subtitles.	77 (53,1%)	57 (39,3%)	11 (7,6%)	-	-	145
7.	I have developed an interest in learning English and its usage context after watching Korean content with English subtitles.	60 (41,4%)	65 (44,8%)	18 (12,4%)	2 (1,4%)	-	145
8.	My motivation to learn English has increased after watching Korean content with English subtitles.	58 (40%)	64 (44,1%)	21 (14,5%)	2 (1,4%)	-	145
9.	I believe that learning English is very important	105 (72,4%)	37 (25,5%)	2 (1,4%)	1 (0,7%)	-	145

	for me, and I aim to improve my English proficiency.						
10.	Watching Korean content with English subtitles is one of the reasons I stay motivated to learn English.	70 (48,3%)	58 (40%)	16 (11%)	1 (0,7%)	-	145
11.	Beyond watching Korean content, I still want to enhance my English skills.	105 (72,4%)	38 (26,2%)	2 (1,4%)	-	-	145
12.	I am motivated to improve my English reading skills.	103 (71%)	38 (26,2%)	3 (2,1%)	1 (0,7%)	-	145
13.	I am motivated to improve my English speaking skills.	106 (73,1%)	34 (23,4%)	3 (2,1%)	2 (1,4%)	-	145
14.	I am motivated to improve my English writing skills.	97 (66,9%)	41 (28,3%)	7 (4,8%)	-	-	145

15.	I am motivated to improve my English listening skills.	109 (75,2%)	33 (22,8%)	2 (1,4%)	1 (0,7%)	-	145

Based on the results in Table 4.4, it can be seen that the majority of respondents show a high level of preference for learning English through watching Korean content with English subtitles. In general, the questionnaire statements received a predominance of responses in the "Strongly Agree" (SA) and "Agree" (A) categories.

For example, in the first statement, 84 respondents (57.9%) strongly agreed and 56 respondents (38.6%) agreed that watching Korean content with English subtitles was an enjoyable and engaging way to support their English learning. Moreover, 87 respondents (60%) strongly agreed and 50 respondents (34.5%) agreed that the experience was useful. This suggests that the experience was not only enjoyable, but also considered educationally valuable.

A total of 91 respondents (62.8%) strongly agreed that they were encouraged to improve their English language skills to better understand the content, and 45 people (31%) also agreed. Only 9 respondents (6.2%) were neutral, with no one disagreeing.

Respondents also expressed a strong preference for enhancing key areas of their English proficiency through this method. A total of 109 respondents (75.2%) showed a high preference for improving their listening skills, followed by 103 people (71%)

for reading, 106 people (73.1%) for speaking, and 97 people (66.9%) for writing. The majority of responses across the four skills were in the strongly agree and agree categories, with neutral responses remaining below 5% on average.

In addition, the data showed that respondents' preference for learning English extended beyond the context of watching Korean content, as 105 respondents (72.4%) strongly agreed and 38 (26.2%) agreed that they still wanted to improve their English even outside the context of watching Korean content. A total of 105 respondents (72.4%) strongly agreed and 37 (25.5%) agreed that learning English is important and they intend to continue improving their skills.

4.2. Discussion

The results of this study indicated a clear association between the use of English subtitles when watching Korean content and the participants' preference in learning English. Data showed that respondents who frequently used English subtitles also tended to report a higher preference for learning English by watching their favorite Korean content. This suggests that there is a positive relationship between the two variables, where increased engagement with English subtitles relates with stronger preferences in English learning. Although this study did not use inferential statistics to measure the strength of the relationship, the descriptive findings provide valuable insight into how subtitle use is linked to learning preferences among the participants.

This study supports John Schumann's neurobiological theory of motivation, which proposes that language learning motivation is influenced by how the brain

evaluates learning experiences based on several affective factors (Dörnyei, 2003). In this research, four out of five key affective factors from Schumann's model were reflected in the participants' responses. The findings indicate that watching Korean content with English subtitles meets four important motivational conditions, making it a highly engaging and effective learning context.

First, in terms of enjoyment, 85 participants (58.6%) strongly agreed and 55 (37.9%) agreed with the statement: "*I find watching Korean content with English subtitles to be an enjoyable experience.*" This indicates that enjoyment plays a central role in motivating learners. Enjoyment activates positive emotional responses in the brain, encouraging learners to continue engaging with the activity.

Second, for the statement about usefulness, 88 participants (60.7%) strongly agreed and 49 (33.8%) agreed that watching Korean content with English subtitles is a useful experience. This shows that learners perceive clear benefits, aligning with Schumann's view that usefulness enhances motivation by increasing the value of the activity in the learner's perception.

Third, in terms of manageability, 67 participants (46.2%) strongly agreed and 70 (48.3%) agreed that the experience is manageable. When learners feel that a task is within their capability, they are more likely to stay engaged and motivated. The brain tends to reject tasks that seem too difficult or cognitively demanding. However, when an activity is appraised as manageable, it becomes more appealing and achievable, which in turn enhances motivation and reduces emotional resistance to learning.

Fourth, on the alignment with self-image, 64 participants (44.1%) strongly agreed and 72 (49.7%) agreed that the activity reflects their identity. It is particularly relevant for members of Korean fan communities who integrate language learning with their interests. Schumann notes that when learning experiences align with self-image, motivation is naturally strengthened.

The findings also support the ideas of Gambier & Doorslaer (2010), who stated that subtitles contribute to language learning in informal settings. People can learn a new language even without realizing it, just by watching content with subtitles in a relaxed setting. This is in line with this study which showed that subtitles can support English understanding and learning, even though their main purpose is entertainment. In addition, many participants found that after watching Korean content in English, they actively looked up the meaning of new vocabulary and wrote it down. This shows that learning is happening, even outside of a classroom.

The findings also support the ideas of Gambier & Doorslaer (2010), who stated that subtitles contribute to language learning in informal settings. People can learn a new language even without realizing it, just by watching content with subtitles in a relaxed setting. This is in line with this study which showed that subtitles can support English understanding and learning, even though their main purpose is entertainment. In addition, many participants found that after watching Korean content in English, they actively looked up the meaning of new vocabulary and wrote it down. It reflects that language learning can occur beyond the classroom setting through subtitled content engagement.

Furthermore, Wardani (2015) mentioned that fan communities, like Korean fans, often share habits and lifestyles, including how they watch content. This can be seen where participants say they often or always use English subtitles when watching Korean content. This means that using subtitles has become a common habit among fans. Gopalan et al. (2017) also support this, saying that learning is not just about thinking but also about preferences. Since the participants in this study are high school and college students, it is clear that their motivation comes from both their interest in Korean content and the way they enjoy learning through it.

The results also showed that there was a tendency to be motivated improve their English skills from watching Korean content with English subtitles among the Korean fan community. For instance, 62.8% of participants strongly agree that subtitles motivate them to enhance their English skills, while 53.1% feel motivated to learn new vocabulary after watching content with English subtitles. These findings highlighted the intrinsic motivational and aligned with theories of intrinsic motivation (Ryan & Deci, 2000), where the learners' personal interests and enjoyment are key drivers of engagement.

Similarly, Yardimci et al. (2017) said that curiosity and enjoyment help people stay motivated and learn better. When participants reported they look up new words and write them down, it shows that their curiosity drives their learning. Their responses also showed extrinsic motivation, such as wanting to improve English for academic or social reasons. This means that while participants enjoy the content, they also see English as important and useful for their goals.

These findings are also supported by previous studies related to English subtitle usage and learning motivation. Khoirunnisa's (2023) study showed that Indonesian EFL learners who frequently used English subtitles when watching foreign content reported increased interest in learning English, especially when they encountered new vocabulary that stimulates curiosity. Participants also found that learning through subtitles was enjoyable, as it allowed them to learn at their own pace while engaging with content they liked. It is similar to the results of this study, where participants reported that watching Korean content with English subtitles was an enjoyable activity that increased their motivation to learn English. In addition, when they encounter new vocabulary in English subtitles, they are curious and motivated to learn more about these words. Both studies confirm that engaging in the activity of watching preferred content, can encourage learners to invest more in English learning.

A similar study by Ahmed (2022) of university students in Bangladesh showed that the use of subtitled videos received a positive response, as in addition to helping improve vocabulary, the videos also strengthened their motivation to learn English. This finding is in line with the results of this study, where the respondents, who are all currently studying, also revealed that watching Korean content with English subtitles made the learning process more enjoyable and meaningful. This suggests that the integration of language learning with personally enjoyable activities can be beneficial for meeting intrinsic motivational needs and academic goals.

Teng's (2022) research also provides relevant support. Teng found that participants who watched videos with captions showed better vocabulary recall ability and felt more

confident than those who watched without captions. This result is in line with the findings in this study, where the participants expressed that the use of English subtitles was more comfortable while watching the content and wanted to improve their English skills further. This further confirms that incidental learning through engagement with enjoyable media not only improves comprehension, but also creates positive experiences.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

This study aimed to examine the relationship between the use of English subtitles among members of the Korean fan community and their preferences in learning English. Using a descriptive quantitative method, data were collected through questionnaires distributed to 145 high school and university students who frequently watched Korean content with English subtitles. The results of this study indicated a positive relationship between the use of English subtitles when watching Korean content and the participants' preference in learning English. Data showed that respondents who frequently used English subtitles also tended to report a higher preference for learning English by watching their favorite Korean content. The activity was perceived by participants as not only entertaining but also enjoyable, useful, manageable, and aligned with their self-image.

This study also emphasizes the importance of personal interest in shaping learning preference. When learners engage in activities they genuinely enjoy, such as watching Korean content using English subtitles, they are more likely to stay engaged to learn English skill, such as listening, reading, writing, and speaking. For many fans, consuming Korean content is not just a hobby, but part of their daily routine and identity. When this enjoyable activity is combined with language exposure, it naturally supports language learning without the pressure of formal instruction. Therefore,

incorporating personally meaningful and entertaining content into the language learning process can be a powerful tool to maintain consistency in learning English.

5.2. Suggestion

5.2.1. Suggestion for Learners

Students are encouraged to turn their hobbies into meaningful language learning experiences. Instead of treating hobbies like passively watching as just entertainment, learners can turn them into active practices that support English language acquisition, such as paying attention to vocabulary, mimicking pronunciation, or taking notes. Consistency in doing what one loves can be a powerful tool to stay engaged in learning English.

5.2.2. Suggestion for Educators

Educators should consider integrating popular media content with English subtitles into classroom activities. The use of entertaining content that aligned with students' preference can increase students' willingness to participate and engage in English language learning. Teachers are encouraged to design activities based on the subtitled videos, such as vocabulary games, discussion topics, or listening tasks that suit students' preferences.

5.2.3. Suggestion for Future Researchers

Future researchers are advised to expand the scope of the study by including a more diverse and larger sample, such as learners from different age groups or language proficiency levels. Researchers can also explore other

variables that may be influenced by subtitle usage, such as listening skills, pronunciation, or vocabulary retention. Additionally, future studies might benefit from using a mixed-method approach to gain deeper insights into learners' experiences, perceptions, and emotional responses to using English subtitles in non-academic settings. Investigating other types of content beyond Korean media, such as Western films or anime, may also provide valuable comparisons regarding subtitle effectiveness.

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APPENDICES

Appendix I. Questionnaire for Independent Variable

No.	Statement	SA	A	N	D	SD
1.	Since becoming a fan of Korean content, I have always used English subtitles when watching my favorite Korean content. *Sejak menjadi penggemar konten Korea, saya selalu menggunakan subtitle bahasa Inggris saat menonton konten Korea kesukaan saya.*					
2.	I frequently watch my favorite Korean content with English subtitles. *Saya sering menonton konten Korea kesukaan saya dengan subtitle bahasa Inggris.*					
3.	I often look for Korean content that provides English subtitles to help me better understand the content. *Saya sering mencari konten Korea yang menyediakan subtitle bahasa Inggris untuk membantu saya lebih memahami isi konten tersebut.*					
4.	I prefer using English subtitles rather than dubbed versions when watching my favorite Korean content. *Saya lebih suka menggunakan subtitle bahasa Inggris daripada versi sulih suara saat menonton konten Korea kesukaan saya.*					
5.	I prefer using English subtitles rather than subtitles in other languages when watching my favorite Korean content. *Saya lebih suka menggunakan subtitle bahasa Inggris daripada subtitle dalam bahasa lain saat menonton konten Korea kesukaan saya.*					

6.	I feel more comfortable watching my favorite Korean content with English subtitles. *Saya merasa lebih nyaman menonton konten Korea kesukaan saya dengan subtitle bahasa Inggris.*					
7.	I feel satisfied when watching my favorite Korean content with English subtitles. *Saya merasa puas saat menonton konten Korea kesukaan saya dengan subtitle bahasa Inggris.*					
8.	Using English subtitles while watching Korean content helps me better understand the content as a whole. *Menggunakan subtitle bahasa Inggris saat menonton konten Korea membantu saya lebih memahami isi konten secara keseluruhan.*					
9.	I feel that using English subtitles makes it easier for me to understand the context, emotions, and culture embedded in Korean content. *Saya merasa bahwa menggunakan subtitle bahasa Inggris memudahkan saya dalam memahami konteks, emosi, dan budaya yang ada dalam konten Korea.*					
10.	I find that English subtitles help me comprehend specific terms or slang in Korean that are difficult to translate. *Saya merasa bahwa subtitle bahasa Inggris membantu saya memahami istilah atau slang tertentu dalam bahasa Korea yang sulit diterjemahkan.*					

11.	I prefer watching Korean content with English subtitles because I believe the translation quality is more accurate. *Saya lebih suka menonton konten Korea dengan subtitle bahasa Inggris karena saya percaya bahwa kualitas terjemahannya lebih akurat.*					
12.	I prefer watching Korean content with English subtitles because it allows me to connect better with the content. *Saya lebih suka menonton konten Korea dengan subtitle bahasa Inggris karena hal ini membuat saya lebih terhubung dengan isi kontennya.*					
13.	I do not find it difficult to understand Korean content when using English subtitles. *Saya tidak merasa kesulitan memahami konten Korea saat menggunakan subtitle bahasa Inggris.*					
14.	When encountering unfamiliar English vocabulary, I look up the meaning of the words. *Ketika menemukan kosakata bahasa Inggris yang tidak saya kenal, saya mencari tahu arti kata tersebut.*					
15.	If I come across new vocabulary while watching Korean content with English subtitles, I write it down. *Jika saya menemukan kosakata baru saat menonton konten Korea dengan subtitle bahasa Inggris, saya mencatatnya.*					

Appendix II. Questionnaire for Dependent Variable

No.	Statement	SA	A	N	D	SD
1.	I find watching Korean content with English subtitles to be an enjoyable experience, which motivates me to learn English. *Saya merasa menonton konten Korea dengan subtitle bahasa Inggris adalah pengalaman yang menyenangkan, yang memotivasi saya untuk belajar bahasa Inggris.*					
2.	I find watching Korean content with English subtitles to be a useful experience, which motivates me to learn English. *Saya merasa menonton konten Korea dengan subtitle bahasa Inggris adalah pengalaman yang bermanfaat, yang memotivasi saya untuk belajar bahasa Inggris.*					
3.	I find watching Korean content with English subtitles to be a manageable experience, which motivates me to learn English. *Saya merasa menonton konten Korea dengan subtitle bahasa Inggris adalah pengalaman yang mudah dilakukan, yang memotivasi saya untuk belajar bahasa Inggris.*					
4.	I find watching Korean content with English subtitles to be an experience aligned with my self-image, which motivates me to learn English. *Saya merasa menonton konten Korea dengan subtitle bahasa Inggris adalah pengalaman yang sesuai dengan diri saya, yang memotivasi saya untuk belajar bahasa Inggris.*					

5.	Watching Korean content with English subtitles makes me want to improve my English skills to better understand the content. *Menonton konten Korea dengan subtitle bahasa Inggris membuat saya ingin meningkatkan kemampuan bahasa Inggris agar lebih memahami isi konten.*					
6.	I feel motivated to learn new vocabulary after watching Korean content with English subtitles. *Saya merasa termotivasi untuk belajar kosakata baru setelah menonton konten Korea dengan subtitle bahasa Inggris.*					
7.	I have developed an interest in learning English and its usage context after watching Korean content with English subtitles. *Saya menjadi tertarik untuk belajar bahasa Inggris dan cara penggunaannya setelah menonton konten Korea dengan subtitle bahasa Inggris.*					
8.	My motivation to learn English has increased after watching Korean content with English subtitles. *Motivasi saya untuk belajar bahasa Inggris meningkat setelah menonton konten Korea dengan subtitle bahasa Inggris.*					
9.	I believe that learning English is very important for me, and I aim to improve my English proficiency. *Saya percaya bahwa belajar bahasa Inggris sangat penting bagi saya, dan saya berusaha untuk meningkatkan kemampuan saya.*					

10.	Watching Korean content with English subtitles is one of the reasons I stay motivated to learn English. *Menonton konten Korea dengan subtitle bahasa Inggris adalah salah satu alasan saya tetap termotivasi untuk belajar bahasa Inggris.*					
11.	Beyond watching Korean content, I still want to enhance my English skills. *Selain menonton konten Korea, saya tetap ingin meningkatkan kemampuan bahasa Inggris saya.*					
12.	I am motivated to improve my English reading skills. *Saya termotivasi untuk meningkatkan keterampilan membaca dalam bahasa Inggris.*					
13.	I am motivated to improve my English speaking skills. *Saya termotivasi untuk meningkatkan keterampilan berbicara dalam bahasa Inggris.*					
14.	I am motivated to improve my English writing skills. *Saya termotivasi untuk meningkatkan keterampilan menulis dalam bahasa Inggris.*					
15.	I am motivated to improve my English listening skills. *Saya termotivasi untuk meningkatkan keterampilan mendengarkan dalam bahasa Inggris.*					

Validation Sheet

"The Relationship Between English Subtitle Usage Among Korean Fans Community and Preference in Learning English"

    Validator   : Harir Mubarok, M.Pd

    NIP   : 19870708201802011152

    Instance   : Maulana Malik Ibrahim State Islamic University of Malang

    Validation Date   : February 6th, 2025

A. Introduction

This validation sheet aims to determine the validity of the research instruments that have been prepared in this study. The criteria for the participant include senior high school students or college students who are part of the Korean fan community who frequently watch Korean content using English subtitles. The rationale behind selecting these criteria is to focus on participants who are both active viewers of Korean content and have exposure to English subtitles. Any feedback from the validator is essential to improve the quality of the instruments in this study. The research would like to thank the validator very much for the willingness of the validator to fill out this validation sheet.

B. Guidance

a. In this section, please asses by ticking (√) with the following criteria to columns below.

1: Very Poor

2: Poor

3: Average

4: Good

5: Excellent

b. Please give comments and suggestions in the columns below.

C. Validation Sheet

No.	Aspect	Score				
		1	2	3	4	5
1	The questionnaire items are written in clear and concise language.				∨	
2	The research instrument is in accordance with the research objectives and variables.				∨	
3	The questionnaire items are free from double interpretation or misunderstanding.			✓		
4	The questionnaire items are relevant to the target population and context of the research.				✓	
5	The research instrument using proper grammar.				✓	
6	The research instrument is communicative and easy to understand.				✓	

D. Suggestion

I hope by this instrument can dig up the data based on research question in the field. Good luck.

E. Conclusion
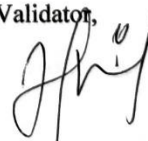
Based on the validation sheet above, it can be concluded that be instruments that have made is:

Please cross out (a, b, c, or d) the answer that does not match the conclusion you gave.

- (a) The instrument can be used without revision
- b. The instrument can be used with slight revision
- c. The instrument can be used with many revision
- d. The instrument cannot be used

Malang, February 6 2025

Validator,

Harir Mubarok, M.Pd
1987070820180 2011152

Appendix IV. Distribution of Respondents' Answers

No	Statement	SA (n/%)	A (n/%)	N (n/%)	D (n/%)	SD (n/%)	Total
X1	Since becoming a fan of Korean content, I have always used English subtitles when watching my favorite Korean content.	45 (31%)	74 (51%)	21 (14,5%)	4 (2,8%)	1 (0,7%)	145
X2	I frequently watch my favorite Korean content with English subtitles.	66 (45,5%)	54 (37,2%)	21 (14,5%)	3 (2,1%)	1 (0,7%)	145
X3	I often look for Korean content that provides English subtitles to help me better understand the content.	81 (55,9%)	48 (33,1%)	13 (9%)	3 (2,1%)		145
X4	I prefer using English subtitles rather than dubbed versions when	112 (77,2%)	26 (17,9%)	7 (4,8%)			145

	watching my favorite Korean content.						
X5	I prefer using English subtitles rather than subtitles in other languages when watching my favorite Korean content.	53 (36,6%)	53 (36,6%)	35 (24,1%)	4 (2,8%)		145
X6	I feel more comfortable watching my favorite Korean content with English subtitles.	55 (37,9%)	60 (41,4%)	27 (18,6%)	3 (2,1%)		145
X7	I feel satisfied when watching my favorite Korean content with English subtitles.	61 (42,1%)	60 (41,4%)	20 (13,8%)	3 (2,1%)	1 (0,7%)	145
X8	Using English subtitles while watching Korean content helps me better	61 (42,1%)	59 (40,7%)	21 (14,5%)	4 (2,8%)		145

	understand the content as a whole.						
X9	I feel that using English subtitles makes it easier for me to understand the context, emotions, and culture embedded in Korean content.	52 (35,9%)	65 (44,8%)	24 (16,6%)	4 (2,8%)		145
X10	I find that English subtitles help me comprehend specific terms or slang in Korean that are difficult to translate.	68 (46,9%)	52 (35,9%)	23 (15,9%)	2 (1,4%)		145
X11	I prefer watching Korean content with English subtitles because I believe the	60 (41,4%)	56 (38.6%)	26 (17,9%)	3 (2,1%)		145

	translation quality is more accurate.					
X12	I prefer watching Korean content with English subtitles because it allows me to connect better with the content.	51 (35,2%)	66 (45,5%)	21 (14,5%)	7 (4,8%)		145
X13	I do not find it difficult to understand Korean content when using English subtitles.	57 (39,3%)	64 (44,1%)	22 (15,2%)	2 (1,4%)		145
X14	When encountering unfamiliar English vocabulary, I look up the meaning of the words.	93 (64,1%)	39 (26,9%)	8 (5,5%)	5 (3,4%)		145
X15	If I come across new vocabulary while watching Korean	33 (22,8%)	32 (22,1%)	40 (27,6%)	29 (20%)	11 (7,6%)	145

	content with English subtitles, I write it down.						
Y1	I find watching Korean content with English subtitles to be an enjoyable experience, which motivates me to learn English.	84 (57,9%)	56 (38,6%)	4 (2,8%)	1 (0,7%)		145
Y2	I find watching Korean content with English subtitles to be a useful experience, which motivates me to learn English.	87 (60%)	50 (34,5%)	6 (4,1%)	2 (1,4%)		145
Y3	I find watching Korean content with English subtitles to be a manageable experience, which	66 (45,5%)	71 (49%)	6 (4,1%)	2 (1,4%)		145

	motivates me to learn English.						
Y4	I find watching Korean content with English subtitles to be an experience aligned with my self-image, which motivates me to learn English.	63 (43,4%)	73 (50,3%)	8 (5,5%)	1 (0,7%)		145
Y5	Watching Korean content with English subtitles makes me want to improve my English skills to better understand the content.	91 (62,8%)	45 (31%)	9 (6,2%)			145
Y6	I feel motivated to learn new vocabulary after watching Korean content with English subtitles.	77 (53,1%)	57 (39,3%)	11 (7,6%)			145

Y7	I have developed an interest in learning English and its usage context after watching Korean content with English subtitles.	60 (41,4%)	65 (44,8%)	18 (12,4%)	2 (1,4%)		145
Y8	My motivation to learn English has increased after watching Korean content with English subtitles.	58 (40%)	64 (44,1%)	21 (14,5%)	2 (1,4%)		145
Y9	I believe that learning English is very important for me, and I aim to improve my English proficiency.	105 (72,4%)	37 (25,5%)	2 (1,4%)	1 (0,7%)		145
Y10	Watching Korean content with English subtitles is one of the reasons I stay	70 (48,3%)	58 (40%)	16 (11%)	1 (0,7%)		145

	motivated to learn English.						
Y11	Beyond watching Korean content, I still want to enhance my English skills.	105 (72,4%)	38 (26,2%)	2 (1,4%)			145
Y12	I am motivated to improve my English reading skills.	103 (71%)	38 (26,2%)	3 (2,1%)	1 (0,7%)		145
Y13	I am motivated to improve my English speaking skills.	106 (73,1%)	34 (23,4%)	3 (2,1%)	2 (1,4%)		145
Y14	I am motivated to improve my English writing skills.	97 (66,9%)	41 (28,3%)	7 (4,8%)			145
Y15	I am motivated to improve my English listening skills.	109 (75,2%)	33 (22,8%)	2 (1,4%)	1 (0,7%)		145

Appendix V. Curriculum Vitae

CURRICULUM VITAE

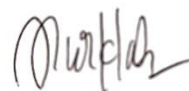|		
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