

**EXPLORING THE USE OF ENGLISH SUBTITLES IN KOREAN
DRAMAS AMONG EXO-L MALANG COMMUNITIES**

A THESIS

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MAULANA MALIK IBRAHIM UNIVERSITY

2026

**“EXPLORING THE USE OF ENGLISH SUBTITLES IN KOREAN
DRAMAS AMONG EXO-L MALANG COMMUNITIES”**

Submitted as a Partial Fulfillment of the Requirement for the Degree of Education
(S.Pd.) in the English Education Department

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DEDICATION

First of all, I would like to express my gratitude to Allah SWT, the Almighty, for all His endless blessings and guidance. I am deeply grateful to have been able to complete this academic journey. I would also like to send blessings and peace to the Prophet Muhammad, whose teachings have always inspired me in my search for knowledge and truth.

I dedicate this thesis to my beloved parents. They have always provided me with endless love, prayers, and support. Without them, I would not have been able to complete this journey. I would also like to thank my friends. They have always been there to support me, share their encouragement, and provide comfort when I needed it. I express my sincere gratitude to Ms. Farid Munfaati, M.Pd., my advisor. Her guidance and patience have been invaluable in helping me complete this thesis. I also dedicate this thesis to myself. I am happy that I was able to remain strong and persistent in the face of challenges. This achievement proves that my hard work was not in vain.

MOTTO

“we’ve been through all the ups and downs and we’ll continue to go through it all. No matter what the future brings, there’s nothing left to fear. Let’s go to the absolute present. To that super moment when we’re at our strongest and standing at the top” – Mark Lee

“It’s fine to fake it until you make it, until you do, until it’s true” – Taylor Swift

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَى

“And that each person will get only what they have worked for.” (QS. An-Najm: 39)

إِنَّ مَعَ رَبِّي سَيَهْدِينِ

“Indeed, my God is with me; He will guide me.” (QS. Asy-Syu‘arā’: 62)

ACKNOWLEDGEMENTS

All praise and gratitude be to Allah SWT for endless blessings, mercy, and guidance. With His grace, the researcher was able to complete this undergraduate thesis. Shalawat and salam are always dedicated to Prophet Muhammad SAW, who has guided humanity from darkness to the light of knowledge and truth.

This thesis, entitled “Exploring the Use of English Subtitles in Korean Dramas among EXO-L Malang Communities,” is submitted as a partial fulfillment of the requirements for obtaining a Bachelor's Degree in English Language Education. The completion of this thesis would not have been possible without the support, guidance, prayers, and encouragement of many individuals. Therefore, the researcher would like to express her sincere gratitude to:

1. Prof. Dr. Hj. Ilfi Nur Diana, M.Si., the Rector of Maulana Malik Ibrahim State Islamic University of Malang, for her dedication in leading and developing the institution as well as providing a supportive academic environment that enabled the researcher to pursue and complete her studies at this university.
2. Prof. H. Muhammad Walid, M.A., the Dean of the Faculty of Tarbiyah and Teacher Training, for supporting the academic process throughout the researcher's educational journey in this faculty.
3. Maslihatul Bisriyah, M.TESOL., the Head of the English Language Education Department, and Harir Mubarak, M.Pd., the Secretary of the English Language Education Department, for their guidance, support, and assistance in facilitating the researcher's academic journey.
4. Farid Munfaati, M.Pd., the researcher's thesis advisor, for generously dedicating her time, energy, and expertise to provide guidance, valuable

feedback, and encouragement throughout the completion of this thesis. The researcher is sincerely grateful for her patience, support, and continuous assistance during this process.

5. All lecturers of the English Language Education Department who have shared their knowledge, experiences, and valuable lessons throughout the researcher's years of study. Their teachings have not only enriched the researcher's academic knowledge but have also provided meaningful experiences and inspiration.
6. The researcher's beloved parents, the late Mr. Samsul Ma'arif and the late Mrs. Maryani, who passed away many years ago. Although they are no longer here to witness this achievement, their love, prayers, sacrifices, and hopes for their child to earn a bachelor's degree continue to inspire and strengthen the researcher throughout this journey. This thesis is lovingly dedicated to them.
7. The researcher's beloved Mama and Papa, who have lovingly cared for and supported the researcher as parental figures. The researcher is deeply grateful for their endless prayers, unconditional support, sacrifices, guidance, and encouragement throughout the completion of this thesis. Their presence, care, and sincere devotion have been an invaluable source of strength. This thesis is also dedicated to them as a token of the researcher's deepest gratitude.
8. To my friend and home since high school, Almas El Madina Aisyah, who has always been a good listener and provided support throughout the process of writing this thesis. Thank you for taking the time to listen to all my stories, complaints, and worries, encouraging me when I felt tired, and always helping

me sincerely when I faced various difficulties. Your presence and kindness remind me that not every struggle has to be faced alone.

9. My fellow students, especially Abil, Rahma, Hapijah, and Kishi has been a place to share stories, complaints, laughter, and various experiences during my studies, who has always been there for me throughout the process of writing this thesis. Thank you for the support, togetherness, assistance, and encouragement provided throughout the process of studying and writing this thesis. Your presence has made this thesis journey feel easier and has allowed me to persevere until it is completed. Thank you for being part of a journey that was not always easy, but made more meaningful because it was shared.
10. My friends at KD 21 Ma'had Al-Jami'ah who has been part of my journey since my freshman days until now. Thank you for maintaining our friendship, providing support, and always being there through various phases of my life. From the adjustment period as a new student to the struggle to complete my thesis, the togetherness and friendship we have built throughout this time have become very meaningful memories.
11. To members of EXO-L Malang, who have been a vital part of this research. Thank you for your help, support, and willingness to share your experiences and take the time to participate. In addition to helping the research process run smoothly, your camaraderie and encouragement have also motivated the researcher to complete this thesis.
12. The researcher also thanks to EXO, especially Xiumin, Suho, Lay, Baekhyun, Chen, Chanyeol, D.O., Kai, and Sehun, who have been a source of encouragement and inspiration, indirectly inspiring the researcher in choosing

this research topic. Through their musical works, dedication, sincerity, and journeys, they have provided extraordinary color and strength in the researcher's life journey.

13. Lastly, the researcher would also like to express her deepest gratitude to herself for the strength, patience, and perseverance that have brought her to this point. Thank you for not giving up amid the difficulties, doubts, and challenges encountered throughout the academic journey and the process of completing this thesis. Thank you for continuing to learn, grow, and strive to give your best in every situation. This achievement is a form of appreciation for all the efforts, sacrifices, and resilience that have been given. May this accomplishment serve as a reminder that every step, no matter how difficult, is never in vain.

Malang, 12 Juni 2026

The Researcher

LATIN ARABIC

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

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	=	zj	ه	=	h
د	=	d	ع	=	‘	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. Diphthong Vocal

آو = aw

اي = ay

أو = û

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ABSTRACT

Nawangwulan, Septiyanisa Sekar. 2026. *The Use of English Subtitles in Korean Dramas for Informal English Learning among EXO-L Malang Community Members*. Undergraduate Thesis. Department of English Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Farid Munfaati, M.Pd.

Keywords: English subtitles, Korean dramas, informal English learning, EXO-L Malang community, learning experiences

This study investigates how members of the EXO-L Malang community use English subtitles while watching Korean dramas as part of their informal English learning and explores their learning experiences. A qualitative descriptive design was employed in this study. Five members of the EXO-L Malang community were selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that participants used English subtitles to develop vocabulary and expressions, practice speaking through imitation, and apply various learning strategies. Participants also reported positive learning experiences and demonstrated several forms of language transfer, including lexical transfer through Korean terms such as *oppa*, *hyung*, *sunbae*, and *maknae*, phonological transfer, syntactic transfer, semantic transfer, and pragmatic transfer, while encountering several learning challenges. The study concludes that English subtitles function not only as a tool for understanding Korean dramas but also as an effective medium for informal English learning.

ABSTRAK

Nawangwulan, Septiyanisa Sekar. 2026. *Penggunaan Subtitle Bahasa Inggris dalam Drama Korea untuk Pembelajaran Bahasa Inggris Informal di Kalangan Anggota Komunitas EXO-L Malang*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Farid Munfaati, M.Pd.

Keywords: subtitle bahasa Inggris, drama Korea, pembelajaran bahasa Inggris informal, komunitas EXO-L Malang, pengalaman belajar

Penelitian ini mengkaji bagaimana anggota komunitas EXO-L Malang menggunakan subtitle bahasa Inggris saat menonton drama Korea sebagai bagian dari pembelajaran bahasa Inggris secara informal. Penelitian ini menggunakan desain deskriptif kualitatif. Lima anggota komunitas EXO-L Malang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa para partisipan menggunakan subtitle bahasa Inggris untuk mengembangkan kosakata dan ungkapan, melatih keterampilan berbicara melalui imitasi, serta menerapkan berbagai strategi pembelajaran. Para partisipan juga menunjukkan beberapa bentuk language transfer, seperti lexical transfer melalui istilah Korea oppa, hyung, sunbae, dan maknae, serta phonological, syntactic, semantic, dan pragmatic transfer, di samping menghadapi beberapa tantangan dalam proses pembelajaran. Penelitian ini menyimpulkan bahwa subtitle bahasa Inggris tidak hanya berfungsi sebagai alat untuk memahami drama Korea, tetapi juga sebagai media yang efektif untuk pembelajaran bahasa Inggris secara informal.

الملخص

ناوانغولان، سيبتيانيسا سيكار. ٢٠٢٦. استخدام الترجمة النصية الإنجليزية في الدراما الكورية لتعلم اللغة مالانغ. بحث جامعي. قسم تعليم اللغة الإنجليزية، كلية EXO-L الإنجليزية غير الرسمي لدى أعضاء مجتمع علوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانغ. المشرف: فريد منفعتي، الماجستير في التربية.

الكلمات المفتاحية: الترجمة النصية الإنجليزية، الدراما الكورية، تعلم اللغة الإنجليزية غير الرسمي، مجتمع مالانغ، خبرات التعلم EXO-L

مالانغ للترجمة النصية الإنجليزية EXO-L تهدف هذه الدراسة إلى استكشاف كيفية استخدام أعضاء مجتمع أثناء مشاهدة الدراما الكورية بوصفها جزءًا من تعلم اللغة الإنجليزية بصورة غير رسمية، بالإضافة إلى التعرف على خبراتهم في التعلم. اعتمدت الدراسة المنهج الوصفي النوعي، وتم اختيار خمسة أعضاء من مالانغ باستخدام أسلوب العينة القصدية. جُمعت البيانات من خلال المقابلات شبه المنظمة، EXO-L مجتمع ثم خلّلت باستخدام التحليل الموضوعي. أظهرت نتائج الدراسة أن المشاركين استخدموا الترجمة النصية الإنجليزية لتنمية المفردات والتعبيرات، وممارسة مهارة التحدث من خلال تقليد الحوارات، وتطبيق استراتيجيات تعلم متنوعة. كما أظهر المشاركون عدة أشكال من انتقال اللغة، مثل الانتقال المعجمي من خلال ، والانتقال الصوتي، والانتقال النحوي، Maknae و Sunbae و Hyung و Oppa المصطلحات الكورية والانتقال الدلالي، والانتقال التداولي، إلى جانب بعض التحديات في عملية التعلم. وتخلص الدراسة إلى أن الترجمة النصية الإنجليزية لا تُستخدم فقط كوسيلة لفهم الدراما الكورية، بل تُعد أيضًا وسيلة فعالة لتعلم اللغة الإنجليزية بصورة غير رسمية.

CHAPTER I

INTRODUCTION

This chapter presents the main parts of the study. It begins with the background of the study, research question, objectives of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Speaking is one of the most basic and important parts of learning English as a foreign language (EFL), especially for learners in non-native English-speaking countries like Indonesia (Geria, 2022). But, developing this skill is still one of the most challenging parts for a lot of learners. Learners often struggle with limited vocabulary, grammatical inaccuracy, and pronunciation issues, which limit their capacity to communicate effectively (Andriani et al., 2024). In addition, anxiety about speaking and a lack of confidence often keep them from expressing their ideas proficiently in English (Syahbani & Apoko, 2023). These challenges show that speaking is not only about mastering linguistic components, but also involves psychological and situational factors that affect learners' performance in real communication situations

Speaking skills are crucial for enabling people to engage in cross-cultural communication in the age of globalization (Akhter, 2021). Speaking it confidently and fluently allows people from all linguistic and cultural backgrounds to exchange ideas and form deep connections as it becomes the most widely spoken language in the world (Darmayanti et al., 2024). From an Islamic point of view, developing the

ability to communicate well is part of nurturing positive interactions among people. Islam encourages believers to communicate with clarity, build understanding, and appreciate the differences that exist among diverse communities. These values highlight the importance of developing skills that support meaningful interaction and mutual respect. This lesson can be seen in the following teaching in the Qur'an..

This principle is reflected in the Qur'an, which highlights linguistic variety as one of the signs of Allah's greatness, as stated in QS. Ar-Rum ayat 22.

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ اللَّسَانِ
وَالْوَنُكْمِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

“And among the signs of Allah's power is the creation of the heavens and the earth, and the differences in your languages and colors. Surely in that are signs for those who know;” (Q.S. Ar-Rum: 22).

For K-pop fans, especially EXO-Ls, who frequently take part in online communities and global fan interactions, English speaking skills are considered important. For many of them, learning to speak English is not only a way to express themselves but also a means of communicating with other fans from different countries (Fatika & Wahyuningsih, 2024). Because of this, many learners look for engaging and authentic ways to support their English learning (We, 2020). One such way is watching Korean dramas with English subtitles. This phenomenon can also be seen among K-pop fan groups, including EXO-L, who are actively involved in global interactions through social media and international communities. For many fans,

English is used not only for self-expression but also as a tool to communicate with international fans.

The Korean Wave or Hallyu has become a global cultural phenomenon that has had a major impact on young people, including in terms of education and language learning (Hye-Jin Kim, 2024). Music, dramas, and various types of content from South Korea have not only developed as a form of entertainment, but also provide opportunities for exposure to foreign languages that can be accessed by millions of fans around the world (Afifah et al., 2025). In Indonesia, Korean dramas are becoming increasingly popular, and many people view them not only as entertainment but also as a medium that can introduce them to English (Putri et al., 2025). In this community, members often discuss the plot, characters, and even dialogue from the dramas they watch. This brings them closer to Korean culture and also broadens their knowledge of English. Subtitles are considered an authentic and accessible source of language input that is relevant to the needs of language learners (Rahmawati, 2023).

In the process of learning a language, learners' enthusiasm and interest play an important role. Learners are more likely to stay focused and engaged in their learning activities when they are interested in a particular topic or activity, which can lead to more meaningful learning experiences (Rinekso et al., 2021). In this context, incorporating personal interests and cultural habits, such as watching Korean dramas, can be an engaging way to support English language learning. Many learners, particularly those who enjoy K-pop, feel that watching Korean dramas with English subtitles increases their motivation and provides opportunities to become familiar with new vocabulary, everyday expressions, and pronunciation

(Masduqi & Khairunnisa, 2024). Therefore, combining interest-based learning with authentic media can create a more engaging and meaningful learning experience.

For English language learners, using English subtitles in media such as Korean dramas can serve as a useful learning resource. Viewers receive both visual and auditory input through subtitles, which can support their understanding of the language. Learners can observe pronunciation, intonation, and sentence structures by listening to conversations while reading the subtitles. Subtitles also provide opportunities for learners to become familiar with vocabulary and understand how language is used in everyday contexts. In addition, learners may feel encouraged to imitate the pronunciation and expressions they hear, which can support their engagement in the language learning process, according to a variety of previous research studies. However, it is important to note that learners may already have prior exposure to English from formal education or other learning sources. Therefore, the use of English subtitles is not seen as the only factor influencing their language development, but rather as part of their overall learning experiences.

Previously, many studies have discussed the use of subtitles in English learning. The focus has typically been on vocabulary development, listening comprehension, and learning motivation. However, few have discussed how learners actually use English subtitles in the learning process, particularly in relation to speaking practice. This is interesting, especially considering K-pop fans like EXO-L who actively interact globally. This study aims to explore how English subtitles in Korean dramas are used by the EXO-L community in Malang. They want to understand how this experience becomes part of the English learning process.

EXO-L is the official fan community of the K-pop group EXO. They are spread across various countries, including Indonesia (Lastriani, 2018). As global fans, they are actively involved in concerts, online interactions, and communication with other fans. Here, English is often used as a common language. For many EXO-L, English language skills are essential for participating in the global fan community. Within the community, watching Korean Dramas with English subtitles is common. Some fans repeat certain lines, pay attention to pronunciation, and familiarize themselves with everyday expressions.

In the EXO-L community in Malang, watching Korean dramas with English subtitles is a relaxing way to improve speaking skills. This active community was formed through a shared interest in EXO. They frequently hold watch parties and celebrate members' birthdays. Through these activities, they are exposed to English expressions, pronunciation, and everyday language usage in natural and engaging contexts. This community is also enthusiastic about Korean dramas, actively discussing the plots, characters, and dialogue of the dramas they watch.

The K-pop fan community, especially EXO-L, is often described as a very enthusiastic group of fans. They not only love their favorite music groups but also have a keen interest in Korean Dramas. Many fans choose to use English subtitles, especially when Indonesian subtitles are not available. Based on their perspectives, this habit allows them to become more familiar with common English expressions and everyday language. Watching Korean dramas with English subtitles is experienced not only as a form of entertainment but also as an engaging and spontaneous way to be exposed to English in a more natural context. This activity

makes language learning feel more enjoyable while providing consistent and contextual exposure to English.

The gap is that most existing studies on subtitles mainly focus on vocabulary learning, listening comprehension, or general language motivation. However, there is still limited research that explores how learners experience and use English subtitles in their learning process, particularly in relation to speaking practices. In addition, little attention has been given to how learners engage with subtitles to become familiar with pronunciation and everyday expressions in real-life communication contexts. This gap becomes more relevant in the context of K-pop fan communities, such as EXO-L, who are actively involved in global interactions, including communicating with fans from different countries. Within this context, learners often rely on informal and interest-driven learning environments. Therefore, research that explores the use of English subtitles in Korean dramas within a fan community setting remains limited and needs further exploration.

The choice of the EXO-L community as the subject of this study is based on the fact that it is a global fandom that frequently engages in international interactions, where English often serves as a common medium of communication. The researcher's familiarity with the community also supports and facilitates the data collection process. In addition, EXO-Ls demonstrate a unique motivation to learn English, not only for academic purposes but also to participate meaningfully in the cultural activities they enjoy, including communicating within global fandom spaces and engaging in popular culture contexts. This is because many Korean dramas use English subtitles. This way, viewers can learn new vocabulary, everyday expressions, and correct pronunciation.

Watching Korean Dramas with English subtitles can be a fun and natural way to learn English. Viewers not only follow the storyline but also become accustomed to pronunciation, intonation, and everyday expressions in English. For EXO-Ls, watching Korean Dramas with English subtitles is not only entertainment but also a way to interact with other fans from various countries. This makes research on the use of English subtitles in Korean dramas relevant and interesting.

This study aims to learn more about how EXO-L in Malang use English subtitles when watching Korean dramas. We want to understand their experiences and perspectives on using Korean dramas as a way to learn English. Through this study, we hope to better understand how watching Korean dramas is not only for entertainment, but also as part of the English learning process in everyday life.

Previous studies has explored how English subtitles are used in foreign media. They also discuss how these subtitles help people learn vocabulary, understand what they hear, and feel motivated to learn the language. Most of these studies address language learning in everyday life or in school. However, research on K-pop fans typically focuses on fans in general, not specifically. This study differs in that it focuses on the EXO-L community, fans of the boy band EXO. We wanted to understand how they use English in their daily lives, particularly when watching Korean Dramas with English subtitles. Unlike other studies, this study explores how members of a specific fan community learn English through their hobby. By focusing on the EXO-L community in Malang, this study provides an insight into how language learning occurs within the fan community.

This study contributes to English language learning by providing a better understanding of how English learning can take place outside the classroom through learners' personal interests. By exploring the experiences of EXO-L members in Malang, this study shows how English subtitles in Korean dramas can support vocabulary learning, speaking practice, and authentic language exposure in informal learning settings. The findings may also provide useful insights for English teachers to understand students' learning habits and consider learners' interests as additional resources for English learning.

The novelty of this study lies in its focus on the EXO-L community in Malang as a context of informal English learning. Unlike previous studies that mainly examined subtitles for vocabulary learning, listening comprehension, or general learning motivation, this study explores how members of a specific fan community use English subtitles as part of their everyday English learning experiences. The study also contributes to understanding how interest-based learning can support English learning beyond formal classroom settings.

1.2 Question of the Study

Based on the background of the study, the researcher proposed the following questions:

1. How do members of the EXO-L Malang community use English subtitles in Korean dramas to support their English learning?
2. What are the learning experiences of members of the EXO-L Malang community while using English subtitles in Korean dramas?

1.3 Objectives of the Study

The objectives of this study are:

1. To describe how members of the EXO-L Malang community use English subtitles in Korean dramas as part of their English learning activities.
2. To explore the experiences of members of the EXO-L Malang community in using English subtitles in Korean dramas.

1.4 Significance of the Study

This study makes several important contributions, both theoretically and practically.

1. Theoretical Significance

The theoretical significance of this study is that it offers additional insights into the use of subtitles, particularly English subtitles, as part of informal, interest-based language learning. Previous research has largely focused on vocabulary learning, listening comprehension, and motivation, while studies exploring how subtitles are used and experienced in relation to speaking practice are still limited. Therefore, the findings of this study contribute to expanding the existing literature on media-assisted language learning and provide a new perspective on interest-based learning in fan communities.

The theoretical significance of this study is that it offers additional insights into the use of subtitles, particularly English subtitles, as part of informal, interest-based language learning. Previous research has largely focused on vocabulary learning, listening comprehension, and motivation,

while studies exploring how subtitles are used and experienced in relation to speaking practice are still limited. Therefore, the findings of this study contribute to expanding the existing literature on media-assisted language learning and provide a new perspective on interest-based learning in fan communities. The findings are also expected to enrich the discussion of English learning beyond formal classroom settings through authentic media and learners' personal interests.

2. Practical Significance

1) For English language learners:

For English language learners, the findings of this study may encourage them to use Korean dramas with English subtitles as an accessible and enjoyable resource for learning English. Through regular exposure, learners may become more familiar with English pronunciation, everyday expressions, vocabulary, and language use in context.

2) For teachers or instructors:

For teachers or instructors, this study provides insights into how students can learn English outside the classroom through authentic media that matches their interests. The findings may also help teachers understand students' informal learning experiences and consider using authentic media as supplementary resources in English language teaching.

- 3) For K-pop fan communities, especially EXO-Ls:

For K-pop fan communities, especially EXO-L, the findings may encourage members to make greater use of English subtitles as part of their informal English learning while enjoying Korean dramas and participating in fan activities.

- 4) For researchers:

For future researchers, this study may serve as a reference for further research on informal English learning, media-assisted language learning, fan communities, and other contexts related to authentic language exposure.

1.5 Scope and Limitation of the Study

The scope of this focuses on members of the EXO-L Malang community who regularly watch Korean Dramas with English subtitles. It explores how participants use English subtitles as part of their English learning activities and their learning experiences related to speaking. The study is limited to the following aspects:

1. The participants are members of the EXO-L Malang community who regularly watch Korean dramas with English subtitles.
2. The study focuses on participants' experiences related to speaking and does not examine other English skills such as reading, writing, or listening in detail.
3. The learning media investigated are limited to Korean dramas with English subtitles.

4. The study involves only five participants from the EXO-L Malang community. Therefore, the findings cannot be generalized to other communities or all English language learners.
5. The study was conducted in an informal learning context; therefore, the findings may differ from English learning experiences in formal classroom settings.

Because this study uses a qualitative design, the findings cannot be generalized to all K-pop fans or Indonesian learners, but aim to provide an in-depth understanding of the phenomenon within the selected community.

1.6 Definition of Key Terms

To avoid ambiguity, several important terms used in this study are defined as follows:

1. Speaking Skills:

In this study, speaking skills refer to the participants' ability to use English in simple and meaningful communication within the EXO-L community context. This includes expressing ideas, responding to others, and participating in interactions with fellow community members in English. Participants mainly use Indonesian or local languages in their daily communication, while English is used in certain situations, such as when watching Korean Dramas with English subtitles or engaging with English content within their fan activities.

2. English Subtitles:

In this study, English subtitles refer to the written text displayed at the bottom of videos that represents the spoken dialogue in English. These

subtitles help participants understand the content and support their engagement with English while watching Korean dramas as part of their community-related activities.

3. Korean Dramas (K-dramas):

In this study, Korean dramas refer to television series produced in South Korea that are watched by participants as part of their shared activities within the EXO-L community. These dramas may include those featuring their favorite idols as well as other Korean dramas they are interested in, and are typically watched using English subtitles. These dramas function as both entertainment and a source of exposure to English through subtitles.

4. EXO-L:

In this study, EXO-L refers to fans of the South Korean boy group EXO who are members of the EXO-L community in Malang. They include fans who are originally from Malang and those who temporarily live in Malang, such as staying in boarding houses. The members actively participate in fan-related activities and interact with one another within the community, including discussions and shared interests related to Korean dramas.

5. Informal English Learning:

Informal English learning refers to English learning that occurs outside formal classroom settings through everyday activities, such as watching Korean Dramas with English subtitles, without following a structured curriculum.

6. Second Language Acquisition (SLA):

Second Language Acquisition (SLA) refers to the process through which learners acquire a language other than their first language through exposure, interaction, and language use. In this study, SLA is discussed in relation to participants' experiences of learning English while watching Korean dramas with English subtitles.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the theoretical framework used to support the study on the use of English subtitles in Korean dramas among members of the EXO-L Malang community. This chapter examines key concepts related to English subtitles in language teaching, non-formal learning, interest-focused learning, and the use of English through media exposure. It also explores the EXO-L community as a fan group whose members interact with Korean pop culture and are influenced by English through various media. Furthermore, previous studies related to subtitles, language learning, and entertainment media are analyzed to provide a foundation for this study. This theoretical perspective explains how members of the EXO-L community in Malang utilize English subtitles when watching Korean dramas and how they experience this practice in their daily lives.

2.1 Speaking Skills

2.1.1 Definition of Speaking

Speaking is a way to convey ideas, emotions, or information using spoken language. In learning English, speaking means producing clear oral communication by paying attention to pronunciation, word choice, and sentence structure. This ability encompasses not only linguistic aspects but also social skills, such as responding to others and communicating messages clearly in various communication contexts (Akhter, 2021). Speaking is considered a productive skill that encourages learners to be active, confident, and able to use language directly (Ghafar, 2023).

Speaking encompasses not only language skills but also communication skills, including the ability to interact appropriately in various social and cultural contexts (Mahboob Ahmed Al-Hassaani & Fadhil Mahmood Qaid, 2021). Speaking is considered a complex skill because students must think in the target language, organize their ideas quickly, and provide responses on the spur of the moment during interactions (Rina Asrini Bakri et al., 2025). Harmer (2015) stated that speaking is a productive skill that develops through meaningful experiences and interactions, not just through formal classroom lessons (Harmer, 2015). He also stated that learners improve their speaking skills when engaging in real-life communication, such as asking questions, providing responses, and negotiating meaning in authentic contexts. Furthermore, speaking skills can be improved not only in the classroom but also through informal learning experiences. For example, students can be exposed to English through media such as Korean dramas equipped with English subtitles. This kind of delivery helps learners become familiar with everyday pronunciation, vocabulary, and phrases, which can influence how they use English in real interactions.

According to this perspective on speaking as an interactive and communicative skill, Brown & Lee (2025) emphasize that speaking is not just about grammatical accuracy, but also involves communicative competence, which includes understanding the appropriate manner, timing, and audience when speaking. Similarly, Harmer (2015) suggests that speaking skills develop through meaningful interactions, not just

formal instruction. This suggests that real communication and authentic experiences play a crucial role in shaping students' speaking progress.

From a communicative perspective, speaking is closely related to the ability to use language appropriately in real-life contexts. Brown and Lee (2025) emphasize that communication competence encompasses not only an understanding of language structure but also the ability to use it effectively in a variety of situations. Furthermore, Thornbury (2005) states that speaking encompasses several important elements, such as accuracy, fluency, and interaction. These aspects demonstrate that speaking is not only about creating appropriate sentences but also maintaining meaningful communication. Therefore, exposure to authentic communication and the use of language in real-life situations plays a crucial role in supporting the development of students' speaking skills.

Thornbury (2005) stated that speaking has three main components: accuracy, fluency, and interaction. Accuracy refers to the use of appropriate language structures, fluency relates to flowing and natural speech, while interaction encompasses the ability to participate in dialogue, take turns speaking, and respond appropriately. These three aspects are closely related and play a crucial role in efficient communication.

Regarding this research, speaking is considered a skill that can be developed through informal learning experiences, particularly through interaction within fan communities and media exposure. For members of the EXO-L community in Malang, English may be used in certain

communication situations, such as interacting with other fans. Watching Korean dramas with English subtitles can provide exposure to pronunciation, vocabulary, and everyday expressions, which can influence how students use English in real-life communication.

2.1.2 Component of Speaking

A. Pronunciation

Pronunciation refers to the way speech sounds are produced in spoken language. It involves elements such as intonation, word stress, and tempo, which influence the extent to which a message is clearly understood (Andriani et al., 2024). Correct pronunciation plays a crucial role in supporting students in communicating more clearly, especially in face-to-face interactions. According to Andriani et al. (2024), learners need frequent exposure to natural spoken English so they can adapt to the sound patterns used in real conversations.

This idea is relevant to the purpose of this study because watching Korean Dramas with English subtitles can provide students with direct experience with authentic pronunciation. By observing and listening to the way characters speak, learners can better recognize pronunciation patterns that appear in everyday communication. This type of exposure also facilitates students' observation of natural expressions and how they are used in context, which can impact their use of English in their own conversations.

B. Fluency

Fluency refers to the ability to speak fluently without unnecessary pauses, hesitations, or repetitions. It indicates how effectively a speaker can

convey ideas in a natural and continuous manner. In the context of English as a Foreign Language (EFL), fluency is often considered a crucial element of speaking because it reflects the extent to which a person feels comfortable and confident using the language in real-life communication (Nazarieh & Beigzadeh, 2025). Fluency is not only about speaking quickly or without errors, but also about maintaining a consistent and meaningful flow of speech that supports effective communication (Aziez et al., 2024).

Fluency encompasses a balance between accurate use of appropriate language forms and smooth delivery with minimal pauses. While accuracy is important, fluency plays a key role in how clearly a message is conveyed and understood. In fact, EFL learners often face challenges such as limited vocabulary, anxiety, and lack of exposure to English in their daily lives. These barriers can result in frequent pauses, the use of filler words, and decreased self-confidence, which can impact communication fluency (Ratnasari, 2020). This indicates that fluency in speaking is influenced by various linguistic and psychological factors, not just one aspect of language ability.

These aspects are important for members of the EXO-L community in Malang, who are frequently exposed to English through informal activities such as watching Korean dramas and interacting within fan communities. In relation to this research, exposure to English through Korean dramas with subtitles provides learners with the opportunity to listen to natural conversations and see how speakers communicate in various situations. Through these presentations, viewers can become more familiar

with the rhythm and flow of spoken English (Lopez et al., 2021). This can impact their feelings when using English in direct communication, such as when interacting with other fans.

C. Accuracy

Accuracy refers to the application of appropriate language forms, including grammar, word choice, and sentence structure. Fluency and accuracy work together, as greater accuracy makes the message clearer and easier to understand (Zakirovich, 2023). When learners use appropriate grammar, their statements are more easily understood by listeners, which contributes to successful communication. Zakirovich (2023) also asserts that accuracy can be improved through exposure to appropriate language models and opportunities to apply them in real-life situations. This idea relates to recent research, as exposure to English through media and interactions within the EXO-L community can influence how learners use language forms in their conversations.

This idea also relates to this research, as Korean dramas with English subtitles can provide learners with exposure to proper grammar and natural expressions. When viewers listen to dialogue, they hear how sentences are used in real conversations while also seeing their written forms in subtitles. This makes it easier for learners to notice language patterns. With repeated exposure, these patterns can become more familiar, which can influence how learners use English in their conversations.

D. Vocabulary

Vocabulary refers to the range of words a speaker understands and uses in communication. Having a larger vocabulary can help express ideas clearly. In communication, frequently used vocabulary includes common expressions, idioms, and phrases found in everyday interactions (Suryanto et al., 2021). A strong vocabulary also helps learners when they need to understand or respond in interactions. According to Rinekso et al. (2021), vocabulary development is closely related to exposure to meaningful and understandable input. This idea is relevant to this study, as subtitled English-language Korean dramas can provide viewers with insight into the variety of everyday words and phrases used in real-life interactions. Through these presentations, learners can become more familiar with common expressions, which can influence how they use English in their interactions within the fan community.

E. Grammar

Grammar refers to the guidelines applied to construct meaningful sentences in a language. In communication, learners do not require perfect grammar, but they do need a sufficient level of accuracy so that their ideas can be easily understood (Zam Zam et al., 2021). This level of grammatical accuracy allows speakers to convey their ideas more clearly and avoid misunderstandings in communication. According to Rinekso and colleagues (2020), exposure to proper grammatical structures can help students become more familiar with how sentences are formed.

In the context of this study, English-language Korean dramas can provide viewers with examples of sentence usage in real conversations.

Students can hear how a sentence is pronounced while seeing its written form, making it easier for them to pay more attention to language patterns. For EXO-L members who engage in English online, this exposure can make them more familiar with sentence patterns. Over time, this familiarity can influence the way they use English in their own dialogue.

2.1.3 Factors Influencing Speaking

A. Psychological factors

Psychological factors include self-confidence, tension, motivation, and intention to speak. Many students choose not to speak due to fear of making mistakes (Andestina, 2024). These factors can influence students' level of active participation in conversations and how they use language when communicating. In this study, watching Korean dramas with English subtitles can create a more comfortable learning atmosphere, as students are exposed to natural conversations in an engaging setting. According to Latifah and colleagues (2025), continuous exposure to the native language can increase students' self-confidence and motivate them to speak more actively. In this situation, EXO-L members who interact with this media may feel more free to explore new expressions during their involvement in the fan community.

B. Linguistic factors

Linguistic aspects include understanding pronunciation, vocabulary, language structure, and sentence structure skills. These elements play a crucial role in facilitating clear communication (Putra, 2019). Students who

master these linguistic aspects tend to express their ideas more clearly and confidently. In research on English as a Foreign Language (EFL) learners, these factors are often viewed as crucial aspects of speaking skills, as they relate to how learners use language to communicate. Therefore, linguistic aspects are crucial in understanding how learners produce and organize language when speaking.

C. Exposure and practice opportunities

Exposure and practice opportunities play a crucial role in the language learning process, particularly in improving speaking skills. Learners can be exposed to English through various sources such as films, dramas, and direct interactions (Laoli et al., 2025). This type of exposure helps learners become familiar with natural expressions, common sentence structures, and pronunciations used in everyday interactions. It also provides opportunities for students to observe how English is used in various contexts. In this study, media such as Korean dramas with English subtitles were considered important because they provide informal access to English outside of class. Through this exposure, students also become more aware of how the language is applied in everyday life. This awareness can influence how they use English in their personal communications.

D. Situational factors

Situational factors relate to the context of the dialogue, including the theme, audience, and atmosphere. For example, students may be more relaxed speaking with peers than with strangers. Their confidence may also vary depending on whether the situation feels casual or formal. When the

environment appears supportive, students tend to be more free to express their ideas (Cao, 2021). This idea is relevant to this study, as Korean dramas with English subtitles can create a more comfortable and supportive atmosphere where students can be exposed to English without feeling pressured. This exposure can influence how they communicate in English in real-life situations.

2.1.4 Speaking in the EFL Context in Indonesia

In the context of English as a Foreign Language (EFL), the use of English for everyday communication is uncommon. In Indonesia, students generally receive more written feedback and have fewer opportunities to speak English outside of class (Nazri, 2021). As a result, students can face various challenges, such as limited speaking practice, fear of being judged when communicating, and a heavy focus on grammar in formal learning. Furthermore, they may lack a supportive English-speaking environment and have little exposure to native speakers.

This situation can encourage students to seek out other sources of language exposure, such as Korean dramas and other international media. These media can provide students with exposure to authentic language use, including intonation, expressions, and vocabulary used in diverse contexts (Fauziyah & Sumarni, 2025). For EXO-L fans in Malang, these resources can serve as a non-formal learning tool that allows them to interact with English in a more enjoyable and meaningful way. Through these presentations, students can gain a better understanding of how English is applied in everyday interactions.

2.1.5 Speaking through Media and English Subtitles

Korean dramas can be a source of authentic language exposure for students. By viewing content with English subtitles, viewers can gain an understanding of the intonation, rhythm, and pronunciation of everyday dialogue (Masduqi & Khairunnisa, 2024). English subtitles not only aid in conversation comprehension but also allow students to observe sentence structure, vocabulary, and everyday expressions (Rinekso et al., 2021). Students can also engage in various strategies, such as paying attention to language use and communicating with others, as part of their learning process (Thornbury, 2005). This concept relates to Multimedia Learning Theory, which states that learning involves processing information through visual and auditory channels (Mayer, 2024). Thus, media and subtitles can provide significant insight into the application of language in various situations.

Within the EXO-L community in Malang, members frequently engage with Korean dramas with English subtitles as part of their daily routine. Some viewers may repeat certain lines of dialogue, pay attention to pronunciation, or scrutinize specific vocabulary while watching. Additionally, fans can enjoy EXO's reality shows, such as EXO's Showtime, EXO 90:2014, and EXO Ladder, which introduce them to various forms of spoken communication. These activities show how learners interact with English through media in informal, interest-based contexts.

2.1.6 Speaking for Real Communication in Fan Communities

Speaking involves more than just understanding the rules of language; it entails the use of language for meaningful interactions. Meaningful communication only occurs when individuals use the language in question for specific purposes other than for practice (Apriyanto, 2020). In communities like the K-pop fandoms, the interaction between members happens through interactions in social media sites, participation in fans' discussions, and interacting with fans from various countries. Here, English is normally used as the language shared among all members of the fandom. Consequently, speaking becomes one of the critical skills that learners can employ to express ideas and maintain meaningful interactions in such communities.

In such interactions, communication becomes spontaneous, meaning that learners have to respond in real-time and communicate their ideas effectively. Learners may need to introduce themselves, state their views about some issue, and engage with others by communicating their ideas clearly in ways that can be easily understood and appreciated (Munawaro et al., 2025). This demonstrates how speaking is used in meaningful interactions as opposed to classroom settings. Through such experiences, learners get a better understanding of how the language is used in actual practice.

For the members of the EXO-L community in Malang, engagement with the language happens informally through activities like watching Korean dramas subtitled in English and interacting with fans. The exposure that such members get might include expressions, pronunciation, and

patterns of interaction. Such exposure might influence how learners speak the language when interacting with other fans. In other words, speaking is practiced as part of communication among members of fandoms in this case

2.2 Second Language Acquisition (SLA)

Second Language Acquisition (SLA) refers to the process by which individuals learn a language other than their first language. According to Saville-Troike (2012), SLA is not limited to formal classroom instruction but also includes language acquisition that occurs naturally through exposure to authentic language in everyday life. Learners acquire linguistic knowledge by interacting with various language inputs, such as conversations, films, songs, digital media, and other authentic materials. These language inputs provide opportunities for learners to understand how English is used in real communication. Therefore, SLA can occur in both formal and informal learning environments.

(Kozhevnikova, 2019) explains that language acquisition develops when learners receive meaningful and comprehensible input. Learners are more likely to acquire a language when they are exposed to language that is understandable and relevant to their level of proficiency. Authentic media, including films and television series, can provide this type of comprehensible input in an enjoyable context. Watching Korean Dramas with English subtitles may therefore expose learners to authentic vocabulary, pronunciation, and everyday expressions. Such exposure can gradually support the development of their English-speaking ability.

In this study, the concept of SLA is relevant because the participants learn English outside formal classroom settings. Rather than depending only on textbooks

or classroom instruction, they are frequently exposed to English through Korean dramas with English subtitles as part of their daily entertainment. This repeated exposure allows them to become familiar with English vocabulary, expressions, pronunciation, and sentence patterns in authentic contexts. As they continue watching, they may imitate expressions and practice speaking naturally without realizing it. Consequently, their English learning reflects the characteristics of informal second language acquisition.

One important concept within SLA is language transfer, which explains how previously acquired language knowledge influences the learning of another language. Language transfer may occur when learners apply knowledge from one language while processing or producing another language. In this study, participants are simultaneously exposed to Korean audio and English subtitles while watching Korean dramas. This situation creates opportunities for different types of language transfer during the learning process. Therefore, language transfer becomes an important concept for understanding how participants acquire English through Korean dramas.

2.3 Language Transfer

Language transfer refers to the influence of one language on the learning or use of another language. According to Fitri & Alawiyah (2023), transfer occurs whenever similarities and differences between languages affect learners' acquisition or production of a second language. Transfer may facilitate language learning, but it may also create difficulties depending on how learners interpret the language input. The influence of language transfer can appear in different aspects of language, including pronunciation, vocabulary, grammar, meaning, and language

use. Therefore, language transfer is considered one of the important concepts in Second Language Acquisition (SLA).

In this study, language transfer is relevant because participants are simultaneously exposed to Korean as the spoken language and English as the subtitle language while watching Korean dramas. This dual-language exposure provides opportunities for participants to process two languages at the same time during their learning activities. As a result, participants may transfer vocabulary, pronunciation, expressions, sentence patterns, or cultural meanings into their English learning. Some of these transfers may support language acquisition, while others may lead to misunderstandings or language errors. Understanding these transfer processes helps explain how participants experience English learning through Korean dramas with English subtitles.

Language transfer can be classified into several types based on how previous language knowledge influences second language learning. Researchers generally distinguish transfer into positive transfer, negative transfer, avoidance, and overproduction. Each type represents a different way in which learners apply previously acquired language knowledge during the learning process. These categories provide a useful framework for understanding learners' responses to authentic language input. Therefore, the following sections discuss each type of language transfer in relation to this study.

A. Positive Transfer

Positive transfer occurs when knowledge from one language helps learners understand or produce another language correctly (Bayramali, 2023). Similar

linguistic features make language learning easier because learners can connect new information with their previous linguistic knowledge. As a result, learners can acquire new vocabulary, expressions, or language patterns more efficiently. Positive transfer generally facilitates the learning process and reduces learning difficulties. Therefore, it is considered a beneficial form of language transfer in Second Language Acquisition.

For example, participants may easily understand English vocabulary such as *information*, *hospital*, or *computer* because these words are already familiar to them through previous exposure. They may also recognize common English expressions that frequently appear in Korean dramas with English subtitles. Such familiarity enables learners to understand the meaning of new expressions more quickly. In this study, positive transfer may occur when participants successfully learn English vocabulary and expressions through repeated exposure to English subtitles. This process contributes to their informal English learning experiences.

B. Negative Transfer

Negative transfer occurs when learners incorrectly apply rules or patterns from another language, resulting in language errors (Bayramali, 2023). This usually happens because the linguistic systems of different languages are not always similar. Learners may unconsciously transfer pronunciation, grammar, or vocabulary from one language into another. Consequently, the transferred forms may not be appropriate in the target language. Therefore, negative transfer is often associated with language interference during the learning process.

For example, learners may produce incorrect English sentence structures because they unconsciously follow Korean or Indonesian grammatical patterns. They may also misunderstand the meaning of certain expressions due to differences between languages. Although this study does not specifically investigate grammatical errors, negative transfer provides an important theoretical explanation of how cross-language influence may affect English learning. Understanding this concept helps explain some of the challenges participants experience while learning English through Korean dramas. Thus, negative transfer remains relevant to the theoretical framework of this study.

C. Avoidance

For example, learners may produce incorrect English sentence structures because they unconsciously follow Korean or Indonesian grammatical patterns. They may also misunderstand the meaning of certain expressions due to differences between languages. Although this study does not specifically investigate grammatical errors, negative transfer provides an important theoretical explanation of how cross-language influence may affect English learning. Understanding this concept helps explain some of the challenges participants experience while learning English through Korean dramas. Thus, negative transfer remains relevant to the theoretical framework of this study.

Avoidance refers to learners' tendency to avoid using unfamiliar or difficult language structures (Bayramali, 2023). Instead of producing complex sentences, learners often choose simpler expressions to reduce the possibility of making mistakes. This strategy allows learners to communicate while minimizing linguistic

risks. However, excessive avoidance may slow down language development because learners receive fewer opportunities to practice challenging structures. Therefore, avoidance is considered one of the learning strategies observed in Second Language Acquisition.

Within this study, avoidance may occur when participants choose to remember only common expressions that frequently appear in Korean dramas instead of attempting to use more complex English structures. Participants may feel more confident using short and familiar expressions in daily conversations. They may avoid expressions whose meanings or grammatical structures are difficult to understand. This behavior reflects how learners manage their language learning process based on their confidence and familiarity with the language. As a result, avoidance becomes one possible form of language transfer experienced by the participants.

D. Overproduction

Overproduction refers to the excessive use of particular words, expressions, or sentence patterns because learners frequently encounter them during language exposure. Continuous exposure encourages learners to remember and repeatedly use the same expressions in different situations. This phenomenon often occurs when learners acquire language through authentic media such as films or television dramas. As a result, some expressions become more familiar than others and are used more frequently. Therefore, overproduction reflects the influence of repeated language input on learners' language use.

Repeated exposure to common expressions may encourage learners to imitate and repeatedly use phrases such as *Oh my God, I'm okay, Really, Thank you, and I miss you*. These expressions often appear in Korean dramas with English subtitles and become easy for learners to remember. In this study, several participants reported repeating English expressions they frequently heard while watching Korean dramas. Some of these expressions were later used in their daily conversations with friends or fellow community members. Therefore, overproduction helps explain how repeated exposure influences participants' informal English learning experiences.

2.4 Multilingual Transfer

Many language learners today are exposed to more than two languages simultaneously. According to Wan (2024), multilingual learners may experience transfer among all the languages they know. Unlike bilingual learners, multilingual learners process knowledge from multiple linguistic systems at the same time. As a result, the interaction among these languages may influence the acquisition and use of an additional language. Therefore, multilingual transfer has become an important concept in Second Language Acquisition research.

In this study, multilingual transfer is relevant because the participants are exposed to Indonesian as their first language, Korean as the spoken language in dramas, and English through subtitles. During the viewing process, participants receive Korean audio while reading English subtitles and interpreting the meaning through their first language. This condition allows interaction among the three languages during the learning process. Such multilingual exposure may influence how participants understand, remember, and use English expressions. Therefore,

multilingual transfer provides an appropriate theoretical framework for explaining their language learning experiences.

Researchers generally classify multilingual transfer into three types: forward transfer, backward transfer, and lateral transfer. Each type describes a different direction of language influence during the acquisition process. Among these three types, lateral transfer is considered the most relevant to this study because participants are simultaneously exposed to Korean and English while watching Korean dramas. The following sections explain each type of multilingual transfer in more detail.

A. Forward Transfer

Forward transfer occurs when a previously learned language influences the acquisition of a new language. According to Wan (2024), this type of transfer commonly takes place when learners use existing linguistic knowledge to understand another language. Knowledge acquired from the first language can facilitate the learning of vocabulary, grammar, or pronunciation in the target language. In many cases, forward transfer supports learners in making connections between familiar and unfamiliar linguistic forms. Therefore, forward transfer is considered one of the common processes in multilingual language learning.

In this study, participants already possess knowledge of Indonesian before learning English through Korean dramas with English subtitles. Their understanding of Indonesian may help them interpret certain English words or expressions that share similar meanings or concepts. This prior knowledge can make it easier for participants to understand the English subtitles they encounter

while watching Korean dramas. As a result, Indonesian serves as a foundation that supports the participants' English learning process. However, forward transfer is not the primary focus of this study because the participants are simultaneously exposed to Korean and English.

B. Backward Transfer

Backward transfer occurs when a newly learned language influences a language that has already been acquired. According to Wan (2024), explain that this type of transfer may affect learners' vocabulary choice, pronunciation, or language use in their first language. As learners become increasingly familiar with a new language, they may unconsciously apply elements of that language when communicating in their native language. This interaction demonstrates that language influence can occur in more than one direction. Therefore, backward transfer is also recognized as an important phenomenon in multilingual language learning.

For example, learners may unconsciously insert English expressions into Indonesian conversations after repeated exposure to English media. Expressions such as *thank you*, *sorry*, or *it's okay* may gradually become part of their daily communication habits. This phenomenon reflects how frequent exposure to English influences learners' language use outside formal learning contexts. Although backward transfer may occur among the participants, it is not the main focus of the present study. Instead, this concept serves as additional theoretical support for understanding multilingual language interaction.

C. Lateral Transfer

Lateral transfer refers to language transfer that occurs between two non-native languages rather than between a first language and a second language (Wan, 2024). This type of transfer is commonly found among multilingual learners who are exposed to several languages simultaneously. In lateral transfer, one foreign language may influence the learning of another foreign language. The interaction does not necessarily involve the learners' first language directly. Therefore, lateral transfer provides a useful framework for explaining multilingual learning experiences.

This concept is highly relevant to the present study because the participants are simultaneously exposed to Korean audio and English subtitles while watching Korean dramas. Rather than learning English directly from Indonesian, participants frequently associate Korean expressions with their English subtitle equivalents. Through repeated exposure, they become familiar with English vocabulary, expressions, and pronunciation by connecting them with Korean dialogues. In this context, Korean functions as an intermediary language that supports participants' informal English learning. Therefore, this study adopts the concept of lateral transfer as the most relevant theoretical perspective for explaining how participants acquire English through Korean dramas with English subtitles.

2.5 Types of Language Transfer

According to (Bayramali, 2023), language transfer can occur at different linguistic levels, including phonology, vocabulary, grammar, meaning, and pragmatics. Each type explains how knowledge from one language influences the

learning or use of another language. These forms of transfer may facilitate language learning or create challenges depending on the similarities and differences between languages. Understanding the different types of language transfer helps researchers identify how learners process and use a second language. Therefore, these categories provide an important framework for analyzing language learning experiences in this study.

A. Phonological Transfer

Phonological transfer refers to the influence of one language on the pronunciation of another language. According to Bayramali (2023), learners often transfer pronunciation patterns from a familiar language when speaking a new language. This transfer may affect stress, intonation, rhythm, and the production of individual sounds. In some cases, repeated exposure to authentic pronunciation helps learners gradually improve their pronunciation accuracy. Therefore, phonological transfer is closely related to learners' speaking development.

In this study, participants are frequently exposed to English pronunciation while watching Korean Dramas with English subtitles. They often imitate English expressions they hear from the subtitles and dialogues during repeated viewing. Some participants reported repeating English words and expressions to improve their pronunciation and speaking confidence. This repeated imitation reflects the process of phonological transfer during informal language learning. Thus, phonological transfer provides one explanation for participants' pronunciation development through English subtitles.

B. Lexical Transfer

Lexical transfer involves the influence of vocabulary from one language on the learning or use of another language. Learners often associate new vocabulary with words they already know from another language. This process helps them remember meanings and understand language more efficiently. However, lexical transfer may also lead to misunderstandings when words have different meanings across languages. Therefore, lexical transfer plays an important role in vocabulary acquisition.

For example, participants may associate Korean words such as *oppa*, *unni*, *sunbae*, or *gomawo* with their English subtitle equivalents. By repeatedly encountering these expressions in Korean dramas, participants gradually become familiar with their English meanings. This process helps learners acquire new English vocabulary while recognizing equivalent expressions across languages. Several participants also reported remembering English words through repeated subtitle exposure. Therefore, lexical transfer supports vocabulary learning during informal English learning experiences.

C. Syntactic Transfer

Syntactic transfer refers to the influence of one language's grammatical structure on another language. Different languages organize words and sentences in different ways, which may influence learners' sentence production. Learners sometimes apply familiar sentence patterns from one language when producing another language. As a result, grammatical differences may lead to language errors or unusual sentence structures. Therefore, syntactic transfer is frequently discussed in Second Language Acquisition research.

In the present study, participants are exposed to Korean sentence structures together with English subtitle translations. Although they mainly focus on understanding the subtitles, they may also notice differences in sentence organization between Korean and English. This exposure may influence how participants understand English sentence patterns during informal learning. However, grammatical production is not the primary focus of this study because the research emphasizes participants' learning experiences. Nevertheless, syntactic transfer remains relevant as a theoretical explanation of possible structural influence.

D. Semantic Transfer

Semantic transfer occurs when learners transfer meanings or interpretations from one language into another. Rather than translating words literally, learners often understand meaning through context and previous language knowledge. Cultural background and language experience may also influence semantic interpretation. Consequently, the same word or expression may carry different meanings across languages. Therefore, semantic transfer explains how learners construct meaning during language learning.

In this study, participants frequently interpret English expressions based on the situations presented in Korean dramas. They often understand the meaning of unfamiliar vocabulary by observing the characters' actions, emotions, and conversations rather than relying only on dictionaries. This contextual learning helps participants connect Korean dialogues with English subtitle meanings. As a result, participants gradually develop a better understanding of English expressions

used in authentic communication. Thus, semantic transfer contributes to participants' informal English learning experiences.

E. Pragmatic Transfer

Pragmatic transfer refers to the influence of one language's cultural norms, politeness strategies, and communication styles on another language. Language use is closely connected to social and cultural contexts, not only grammatical rules. Learners may transfer ways of expressing respect, making requests, or responding to others from one language into another. Such transfer influences how learners communicate appropriately in different situations. Therefore, pragmatic transfer is essential for developing effective intercultural communication.

For example, Korean honorific expressions such as *sunbaenim*, *sajangnim*, or *annyeonghaseyo* are often translated into polite English expressions in subtitles. Through repeated exposure, participants become familiar with different ways of expressing politeness and respect in English. They also learn that similar communicative intentions may be expressed differently across languages and cultures. This understanding supports not only language learning but also intercultural awareness during communication. Therefore, pragmatic transfer helps explain how participants acquire both linguistic and cultural knowledge through Korean dramas.

2.6 Vocabulary Acquisition

Vocabulary acquisition refers to the process through which learners gain knowledge of new words and understand their meanings and usage in communication. According to Kozhevnikova (2019), vocabulary acquisition is one

of the most fundamental aspects of second language learning because vocabulary provides the foundation for language comprehension and production. Learners may acquire vocabulary through formal instruction or through repeated exposure to authentic language input. The more frequently learners encounter new words in meaningful contexts, the more likely they are to remember and use them correctly. Therefore, vocabulary acquisition plays an important role in developing overall language proficiency.

In this study, participants were repeatedly exposed to English vocabulary while watching Korean Dramas with English subtitles. They encountered new words, everyday expressions, and common phrases through authentic conversations presented in the dramas. Several participants reported writing down unfamiliar vocabulary, searching for its meaning, and reviewing it after watching. Repeated exposure to English subtitles also helped participants remember vocabulary more easily because the words appeared within meaningful contexts. Therefore, vocabulary acquisition became one of the main learning outcomes experienced by the participants during informal English learning.

2.7 Imitation in Language Learning

Imitation is one of the learning processes through which learners acquire language by observing and repeating the language used by others. According to Fitri & Alawiyah (2023), individuals learn new behaviors by observing models and imitating their actions, especially when the models are considered interesting or meaningful. In language learning, imitation allows learners to practice pronunciation, intonation, vocabulary, and sentence patterns through repeated exposure. This process helps learners become more familiar with authentic

language use before producing the language independently. Therefore, imitation is considered an important strategy in second language learning.

In the context of this study, participants frequently imitated English words, expressions, and pronunciation while watching Korean dramas with English subtitles. Some participants reported repeating dialogues aloud, practicing pronunciation, and memorizing expressions that they found useful in daily communication. Through continuous repetition, they gradually became more confident in using English expressions when communicating with others. This finding indicates that imitation contributes to participants' informal English learning by reinforcing vocabulary retention and speaking practice. Therefore, imitation theory provides an appropriate explanation for how participants develop their English-speaking skills through repeated exposure to English subtitles.

2.8 English Subtitles

The concept of English subtitles refers to text that appears on the screen and contains dialogue in English. Subtitles help the audience understand the plot of the movie or drama while assisting viewers with comprehension of the language used in these videos. The use of subtitles in language learning can be explained by the fact that they represent an additional way of providing input to learners through the processes of listening and reading (Birules et al., 2019).

Three types of subtitles are defined from a linguistic perspective. The first group is intralingual subtitles or captions which use the same language as the original audio. In other words, English audio comes with English subtitles which contain dialogue and important sounds as well as allow learners to recognize patterns of pronunciation, rhythm, and intonation (Cintas & Remael, 2021).

Interlingual subtitles involve translation of the original audio to another language such as English translation of Korean audio. While these subtitles primarily contribute to understanding of the content of movies or dramas, they may also offer exposure to the target language. Another category is bilingual subtitles which present text in two languages at once. In this research, interlingual subtitles will be considered as EXO-Ls usually watch Korean dramas with subtitles in English.

According to Mayer (2020), there are some functions of subtitles in relation to language learning when learners are engaged with English. Specifically, subtitles make it possible for learners to recognize hard-to-hear words, visualize vocabulary, and recognize patterns of grammar in authentic speech. Subtitles combine both visual and auditory input that might positively influence the process of information processing. It can be linked to the theory of multimedia learning according to which learning implies receiving information from various sources, including visuals and sounds (Mayer, 2020).

English subtitles have been widely discussed in relation to vocabulary, pronunciation, and comprehension (Masduqi & Khairunnisa, 2024). By watching content with English subtitles repeatedly, learners may be exposed to words and expressions in meaningful contexts, which can help them become more familiar with language use (Rinekso et al., 2021). Subtitles also allow learners to notice pronunciation and see the relationship between spoken and written forms. In addition, they may support learners in following the dialogue and recognizing language patterns used in everyday communication (Sabillah et al., 2025). These findings suggest that exposure to English subtitles, such as in Korean dramas, may

play a role in learners' engagement with English in informal learning contexts (Ambawani et al., 2025).

In the context of this study, English subtitles in Korean dramas are viewed as an informal source of language exposure for members of the EXO-L community in Malang. Although the original audio is in Korean, English subtitles provide access to spoken English as it is used in everyday contexts. Such experience may make the viewers learn common expressions, patterns of conversation, and even the patterns of pronunciation. Such knowledge may affect learners' language communication within the fan community.

2.9 Interest-Based and Informal Learning in Fan Communities

It may be assumed that the language learning process may be more attractive if it includes elements that people are really interested in. The key point of interest-based learning is that learners can show greater willingness to learn if the learning material is connected with their own interests (Urbar-Serrano & Hernández-López, 2024). The activities of fans who are interested in K-pop groups, for instance, such as viewing Korean movies or series, participating in discussions about their favorite stars, or communicating with other fans may stimulate such people to interact with English. Due to the fact that the learning process seems more attractive and interesting for learners, they can be expected to be much more motivated to interact with English.

Finally, informal learning also contributes to the process in question. It should be emphasized that unlike formal learning processes taking place in the classroom setting with clear objectives set by instructors, informal learning involves the acquisition of new knowledge via various daily activities such as video viewing

or chat rooms (Nugroho et al., 2022). In the context under analysis, the interaction of Indonesian K-pop fans in social networks and role-play communities may help people see English being used during interactions (Sabillah et al., 2025). Fans' communities often become informal learning contexts for people, who exchange information, talk on various topics in multiple languages and communicate with foreign fans. Through such activity, fans can observe the language usage from the perspective that is not available in textbooks (Urbar-Serrano & Hernández-López, 2024).

2.10 EXO-L Community

The EXO-L community represents the official fan community of the South Korean boy group EXO, and it has a presence all over the world, including in Malang. EXO-L fans frequently perform different kinds of activities, ranging from discussion of topics online, exchanging content, and interacting with each other. During such interactions, members often use the English language if they communicate with foreigners. Thus, in the context of learning English, the EXO-L community offers opportunities for informal English language acquisition associated with the fan interests. In particular, members frequently watch K-dramas with English subtitles, listen to dialogues, and pay attention to the way in which expressions used in real life. All these activities exemplify the way in which EXO-L members learn English in real life through fan activities (Sabillah et al., 2025).

The learning process within fan communities is often facilitated by the fact that learners' interests and socialization contribute significantly to the acquisition process. In particular, fans may actively take part in global conversations, comment on posts created by foreigners, and produce content in English. Such activities

enable fans to be acquainted with some expressions, cultural references, and communication styles used in real life. In the course of time, since such activities are entertaining, fans tend to remain active and involved in their communication within communities.

Thus, the interaction between personal interests and informal learning in the case of EXO-L may facilitate the process of communicating English. The interest in learning may be associated with personal interest in a group, whereas frequent exposure to the language may be provided through media and fan communication activities. By watching Korean dramas with English subtitles and communicating with other fans, individuals are likely to acquire English language skills needed for communication in real life

2.11 Previous Related Study

Several studies have been conducted on the topic of subtitle usage and media content utilization in English learning in relation to vocabulary, listening, and speaking. There have been other related studies about interest and informality-based English learning through fan activities. Literature review is helpful in situating this study with regards to the research on English learning through watching Korean dramas with English subtitles among the EXO-L in Malang.

The first study conducted by Gandhi et al., (2024) titled *Analysis of Using Film Subtitles to Improve Students' Speaking Ability at SMPN 21 Makassar*, investigated how the use of subtitles in films contributed to students' speaking ability. The findings revealed that subtitles helped learners recognize pronunciation, sentence structures, and natural expressions in English. In addition, students

reported increased confidence when speaking after being regularly exposed to subtitled media. This study suggests that subtitles can serve as an effective tool in supporting speaking development in EFL contexts.

The second study conducted by Masduqi & Khairunnisa, (2024) titled *Students' Perception of the Use of Watching Korean Dramas with English Subtitles for Vocabulary Learning*, explored students' perceptions of using English-subtitled Korean dramas as a learning resource. The participants stated that subtitles helped them understand dialogues more clearly and notice new vocabulary in context. They also felt more motivated to learn English because watching K-dramas was enjoyable and less stressful. This study supports the idea that English subtitles in Korean dramas can facilitate informal language learning.

The third study conducted by Rinekso et al., (2021) titled *Improving Vocabulary While Watching Korean Dramas: A Case of Indonesian EFL University Students*, examined the use of Korean dramas with English subtitles among Indonesian EFL learners. The study involved students who regularly watched subtitled videos over a period of time and compared their vocabulary performance with peers who did not use subtitles. The results showed that consistent exposure to subtitles helped learners recognize and remember new words more effectively. This, in turn, improved their ability to use these words in daily conversation and real-life contexts. The researchers concluded that English subtitles can serve as a practical tool to support vocabulary acquisition outside the classroom.

The fourth study conducted by Sabillah et al., (2025) titled *English Language Exposure Among Indonesian K-Pop Fans in Social Media Role-Play*

Communities, investigated how K-pop fans were exposed to English through online interactions. The findings showed that fans often used English when engaging in role-play activities, commenting on international posts, and communicating with global fans. This exposure helped them become more comfortable using English in real communication contexts. The study suggests that online fan communities can function as informal spaces that support language practice and speaking confidence.

The fifth study conducted by Urbar-Serrano & Hernández-López, (2024) titled *The Impact of Online Informal Learning of English (OILE) Through Fandom Participation*, examined how participation in fandom communities contributed to informal English learning. The researchers found that fans frequently used English when interacting with international audiences, discussing content, and engaging in online activities. This exposure to real communication situations helped them build confidence and improve their speaking skills. The study highlights that fandom spaces can function as meaningful environments for language practice beyond the classroom.

Although these studies demonstrate the role of English subtitles, Korean dramas, and fandom participation in language learning, most of them focus on language outcomes such as vocabulary or speaking ability. In addition, limited attention has been given to how learners actually use and experience English subtitles in their daily activities, especially within specific fan communities. Therefore, this study aims to explore how members of the EXO-L community in Malang use English subtitles in Korean dramas and how they experience this as part of their engagement with English.

CHAPTER III

STUDY METHOD

The present chapter contains the methodology of the study. The chapter includes study design, study participants, study setting, data collection methods and procedure, data analysis, trustworthiness of the study, and limitations of the study. In this chapter, the process of collecting and analyzing data to investigate the use of English subtitles in Korean dramas by the members of EXO-L Malang community will be explained thoroughly.

3.1 Study Design

This study employed a qualitative descriptive approach to explore the experiences of the members of the EXO-L Malang community in using English subtitles while watching Korean dramas as part of their informal English learning activities. A qualitative descriptive approach is appropriate because it aims to obtain an in-depth understanding of participants' experiences, perceptions, and language learning practices in their natural context. According to Usman et al. (2025), qualitative studies involve an attempt to understand phenomena by exploring the perspectives and experiences of people related to the phenomena under investigation in real-world settings. Therefore, this approach is suitable for the present study because it seeks to explore how members of the EXO-L Malang community use English subtitles and how these experiences contribute to their second language acquisition outside the formal classroom.

In addition, Lim (2025) argues that a qualitative study enables the researcher to explore the depth of a phenomenon by considering the experiences of people related to the phenomenon under investigation. In this regard, a qualitative study method will be used to investigate the informal learning experiences and media

exposure in terms of participating in learning processes in English. Moreover, as pointed out by Furidha (2024), the qualitative study method pays attention to description rather than numbers.

3.2 Participants and Sample of the Study

The study participants were fans from EXO-L Malang community, members of this community who watched dramas and shows with subtitles in English. The chosen audience was relevant for this study, since they were always exposed to English through their hobby and activities within the community. Hence, the above-mentioned participants were good candidates for research of their experience concerning the use of subtitles for informal language learning.

The used sample technique for this study was purposive sampling when participants were chosen in accordance with certain criteria related to the research topic. The criteria required participants to be active members of EXO-L Malang community, living in Malang, watching Korean dramas with subtitles in English and agreeing to participate in the research. The specified selection criteria were important to make sure the selected participants had enough experience related to the research topic to provide the necessary information about it.

It should be mentioned that the total number of fans in the EXO-L Malang community is about 50 people; however, only some of these fans corresponded to the required criteria for research. There are some fans living outside Malang, as well as other fans who do not usually watch dramas with subtitles in English. That is why five participants who meet all the necessary criteria have been selected for this study. It should be emphasized that in qualitative research, it does not matter how many participants there will be. It is much more important what kind of

information these participants will be able to provide. It is noteworthy that the researcher also belongs to the EXO-L Malang community.

3.3 Study Setting

The current study is conducted in Malang, Indonesia, with the focus on EXO-L fan community in Malang. Even though the fans belong to the EXO-L fan community in Malang, their geographical origins are different because they live in Malang at present only for studying and working purposes but still participate in the community activities. EXO-L fans in Malang conduct diverse fan activities, most of which are associated with interaction in the online environment. Such fan activities as discussing and interacting with each other become the source of communication for fans, who exchange information and opinions among themselves. Such community activities create the informal setting that gives the opportunity for the emergence of English language usage by EXO-L fans in the process of communication and interaction related to such aspects as viewing Korean dramas.

3.4 Instruments of the Study

The instruments used in this study consisted of a semi-structured interview guide, documentation, and field notes. These instruments were designed to obtain comprehensive data regarding participants' English learning experiences through Korean dramas with English subtitles. Each instrument had a different function in supporting the data collection process. The instruments were selected because they were considered appropriate for a qualitative descriptive study. Together, they helped the researcher answer the research questions comprehensively.

The primary instrument of this study was a semi-structured interview guide. The interview guide contained open-ended questions that allowed participants to explain their experiences freely while enabling the researcher to ask follow-up questions when further clarification was needed. The interview questions were developed based on the theoretical framework presented in Chapter II, particularly the concepts of Second Language Acquisition (SLA), language transfer, vocabulary acquisition, and imitation theory. More specifically, the questions explored participants' learning experiences related to positive transfer, negative transfer, avoidance, overproduction, multilingual transfer, and the types of language transfer, including phonological, lexical, syntactic, semantic, and pragmatic transfer. Therefore, the interview guide was expected to generate in-depth information relevant to the objectives of this study.

The interview guide also included questions about participants' English learning practices while watching Korean dramas with English subtitles. The questions focused on vocabulary acquisition, pronunciation, imitation of English expressions, repeated expressions, and participants' speaking experiences. In addition, the interview explored how English subtitles supported participants' informal English learning outside the classroom. Participants were encouraged to provide examples based on their personal experiences during the interview sessions. This flexibility enabled the researcher to obtain richer and more detailed data related to the research topic.

Besides the interview guide, documentation was used as a supporting instrument in this study. The documentation consisted of screenshots of

conversations, chat logs, social media interactions, and other relevant documents voluntarily provided by the participants. These documents served as supporting evidence for the interview findings regarding participants' use of English expressions and vocabulary. Documentation also helped the researcher verify the consistency between participants' statements and their actual language use within the EXO-L Malang community. Therefore, documentation strengthened the credibility of the data collected in this study.

In addition, the researcher employed field notes throughout the interview sessions. Field notes were used to record contextual information, participants' non-verbal responses, interview situations, and other observations that could not be fully captured through audio recordings. These observations provided additional contextual information during the data analysis process. The field notes also helped the researcher understand participants' responses more accurately by considering the interview context. Consequently, the combination of interview guides, documentation, and field notes enabled the researcher to obtain comprehensive and trustworthy data.

Table 1: Blueprint of Interview Instrument

Research Objective	Theoretical Framework	Indicators	Interview Questions
To identify how participants use English subtitles in learning English	Second Language Acquisition	Informal English learning	Q.4, Q.5, Q.6
To identify vocabulary learning	Vocabulary Acquisition	New vocabulary, expressions	Q.7, Q.8

To explore imitation	Imitation Theory	Repetition, shadowing	Q.9, Q.10
To identify Positive Transfer	Positive Transfer	Helpful language transfer	Q.11
To identify Negative Transfer	Negative Transfer	Errors caused by transfer	Q.12
To identify Avoidance	Avoidance	Avoiding difficult structures	Q.13
To identify Overproduction	Overproduction	Frequently repeated expressions	Q.14
To identify Multilingual Transfer	Lateral Transfer	Korean - English	Q.15
To identify Phonological Transfer	Phonological Transfer	Pronunciation imitation	Q.16
To identify Lexical Transfer	Lexical Transfer	Vocabulary mapping	Q.17
To identify Syntactic Transfer	Syntactic Transfer	Sentence structure awareness	Q.18
To identify Semantic Transfer	Semantic Transfer	Meaning interpretation	Q.19
To identify Pragmatic Transfer	Pragmatic Transfer	Politeness & social expressions	Q.20
To summarize participants' learning experiences	Overall Learning Experience	Reflection	Q.21

The interview questions were developed based on the theoretical framework discussed in Chapter II. Each question was designed to explore specific concepts of Second Language Acquisition (SLA), including language transfer, multilingual transfer, vocabulary acquisition, and imitation. The blueprint of the interview instrument is presented in Table 3.1. The complete interview guide is presented in Appendix II.

3.5 Data Collection Techniques of the Study

Data Collection Data collection method In this study, data are collected through semi-structured interviews and documentation. Semi-structured interviews are applied to be the main data collection to probe into the experiences and attitudes of the participants in watching Korean drama with English subtitles. It is an open-ended interview style that lets the researcher pose follow-up questions to further expand and deepen the responses. It may guide participants on certain questions and be modified according to their responses, thereby enabling them to probe deeper on what the study targets to answer. Apart from this, interviews permit flexibility for the participants to present their experiences in their own words.

Documentation Data taken from documentation also serve as a backup data to enhance information obtained from the interviews. It includes chatting logs, forum posts and screenshots that illustrate the ways in which the participants employ English in informal conversation. It aims to add an extra layer of evidence of participants' use of English with each other community members. Documentation further supports consistency in data acquired from the interview sessions. Field notes will also be taken by the researchers throughout the data collection.

3.6 Data Collection Procedure of the Study

Data collection will involve gaining approval from the participants first. In this case, the research will explain the goals, processes, and rights of the participants in order to adhere to ethical standards during the research. After obtaining the participants' consent, scheduling interviews will be done according to their availability. Interviews will be carried out using a semi-structured design.

Interviews will be conducted either personally or online. Answers from the participants will be noted down and transcribed. Field notes will also be taken during the interviews.

Apart from conducting interviews, documentation will also be collected. Documentation involves chat logs, community forums posts, and any other screenshot reflecting participants' interaction in English. Permission from the participants will be sought in the course of collecting the documents to ensure that ethical concerns are addressed. The use of documentation enhances consistency in the data obtained.

3.7 Data Analysis of the Study

In this study data analysis refers to the model of Miles, and A. Michael Huberman, (2014), including the following three stages of analyzing data: data reduction, data display, and conclusion drawing / verification. Data reduction refers to the process of selecting, focusing, abbreviation, and transformation of the data. The purpose of data reduction is to select out the focus of the whole data and to make the researcher be able to make comparisons, find out insight and sum data up; in addition data reduction is useful for researchers to support their research questions.

After reducing and organizing the data, the researcher categorized participants' responses based on the theoretical framework presented in Chapter II. The categories included Second Language Acquisition, positive transfer, negative transfer, avoidance, overproduction, multilingual transfer, phonological transfer, lexical transfer, syntactic transfer, semantic transfer, pragmatic transfer, vocabulary

acquisition, and imitation theory. These categories were used to interpret participants' English learning experiences through Korean dramas with English subtitles.

The reduced data are then presented in an organized format, such as summaries and selected interview quotes, to aid the detection of common themes and patterns. This enables the researcher to make sense of the data. The data display process enables the researcher to more systematically see relationships among the data. The last stage is conclusion drawing, where the researcher makes sense of the data and comes to findings based on the patterns seen in the data. This must be done with caution to avoid bias

3.8 Trustworthiness of the Study

There are several ways implemented to strengthen the trustworthiness of the study. First of all, this study utilizes data source triangulation. By contrasting the data derived from interviews and documents like chat records, community posts, the study examines consistency and reliability of the data from varied sources. Data source triangulation can strengthen the credibility by diminishing potential investigator bias. Thus, researchers can make a better validation for data.

Secondly, credibility is strengthened through member checking, which consists of the participants reviewing the transcripts of interviews and the interpretational results to verify if their experiences are reflected accurately. This procedure enables participants to either affirm or amend the data given in the interviews. They may also be capable to correct the possible misinterpretation of the investigator, enhancing the trustworthiness.

Thirdly, thick description is utilized to provide adequate illustrations to participants, context, as well as their experience and so forth. The investigator illustrates the collected data in rich detail that will present a clear illustration to understand the case being investigated. This way of description aids readers better understand the finding and make their own interpretation in certain contexts, thereby also enabling the researcher to more clearly define how the present finding applies or relates to other context.

Lastly, by discussing the finding with peer colleagues, the study makes possible reduction of bias and strengthening the interpretation. Through the peer debriefing, the investigator could obtain other perspectives and ideas about the analyzing of the collected data, so as to find any potential faults or limitations in interpretational analysis. The researcher could improve the study based on the recommendations, and make findings credible and consistent

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This research is to explain the results of data research based on interview data collected from 5 members of the EXO-L Malang community. The main goal of this research is to find out how EXO-L Malang members make the most of English subtitles of Korean dramas in their English learning activities and to analyze their experience in utilizing English subtitles while watching Korean dramas. The research involved respondents that have fulfilled the established research criteria, which have been obtained through structured interviews conducted to several respondents. The thematic analysis of the interview data was to look for themes and patterns, which later developed into research discussion and to answer the research questions.

6.1 Thematic Analysis Results

Thematic analysis approach was utilized on the data from interviews, in order to discover themes and patterns, which explain how the participants used subtitles when watching Korean dramas. Firstly, the transcripts from the interviews were thoroughly read over and over until they had been read until their overall meaning was clear. The codes are generated by the researcher and are used to group similar segments in to broader categories. Through this process, several themes and sub-themes emerged from the data. These themes represent the participants' learning activities and experiences in using English subtitles while watching Korean dramas. The identified themes and sub-themes are presented in Table 4.1.

Table 2: Themes and Sub-Themes Identified from the Interview Data

Theme	Sub-Theme
The Use of English Subtitles in English Learning Activities	Vocabulary and Expression Development
	Speaking Practice through Imitation
	Learning Strategies While Watching Korean Dramas
Participants' Experiences in Using English Subtitles	Positive Experiences
	Language Transfer While Watching Korean Dramas
	Challenges in Using English Subtitles

As shown in Table 4.1.1, two major themes were identified from the interview data. The first theme focuses on how participants use English subtitles as part of their English learning activities, while the second theme explores their experiences in using English subtitles while watching Korean dramas. These themes are discussed in detail in the following section

6.2 Participants Profile

This study involved five participants who met the criteria established in Chapter III. All participants were active members of the EXO-L Malang community

and regularly watched Korean dramas using English subtitles. They were selected because they had experiences related to the focus of this study. To protect their privacy, pseudonyms are used when presenting the findings and interview excerpts. Each participant shared different experiences and opinions about using English subtitles while watching Korean dramas. These experiences provided useful information to help answer the research questions of this study.

Table 3: Participants Profile

Participant	Role in the Community	Length of Membership	Occupation/Status
P1 (Am)	Member	2 years	University Student
P2 (Za)	Active Member	3 years	Teacher and Designer
P3 (Ca)	Active Member	4 years	Tutor and University Student
P4 (Di)	Founder and Community Leader	9 years	Employee Company
P5 (De)	Administrator	4 years	Teacher

Among participants involved in EXO-L Malang were there were regular members, an administrator and the founder of the community. These positions of the participants provided the researchers with the opportunity to get information from a group of participants that had varied involvement in the community

events. Each of the participant shared his/her personal experiences and view on using English subtitles during watching Korean drama. It appeared that their responses to how they experienced the usage of the English subtitles were in similarities and variations which could provide researchers with a wider picture to comprehend the area of study in answering the research questions of this study.

6.3 Research Findings

In this part of the chapter, the data gathered from the interview is discussed in the context of the results. These findings were derived based on the key themes generated from analyzing the participants responses about the use of English subtitles when viewing Korean dramas. This part illustrates the results and the themes of study to address the research questions and each theme was illustrated by the selected excerpt from the interview.

E. The Use of English Subtitles in English Learning Activities

The first theme identified from the interview data is the use of English subtitles in English learning activities. The findings show that participants used English subtitles in various ways while watching Korean dramas. They paid attention to vocabulary, expressions, pronunciation, and dialogue patterns presented in the subtitles. In addition, participants applied different learning strategies to help them understand and learn English while watching. These activities contributed to their English learning process in an informal and enjoyable way.

1. Vocabulary and Expression Development

One of the most prominent findings from the interviews was that all participants used English subtitles to develop their English vocabulary and learn

various expressions while watching Korean dramas. The participants explained that English subtitles helped them recognize unfamiliar words, understand their meanings through context, and become familiar with expressions commonly used in everyday communication. Instead of learning vocabulary through formal classroom activities, they preferred learning naturally while enjoying the storyline of Korean dramas.

Participant 1 explained that she deliberately used English subtitles to improve her vocabulary because she considered them more beneficial than Indonesian subtitles. She stated that she usually paused the video whenever she encountered unfamiliar words, searched for their meanings using online dictionaries, and saved useful expressions in her phone notes. She explained: "If I find unfamiliar words or expressions, I usually pause the video and search for their meanings on Google or in a dictionary. Sometimes I also write them down in my phone notes if I think they are useful."

Participant 1 further mentioned that she had learned many daily expressions through English subtitles, such as *I'm proud of you*, *Take care*, *It's up to you*, *I miss you*, and *Don't worry*. According to her, repeatedly encountering these expressions in different dramas helped her understand not only their meanings but also the situations in which they were appropriately used.

Similarly, Participant 2 reported that English subtitles exposed her to many new vocabulary items and expressions that she had not previously encountered. She explained that she often saved meaningful quotations and expressions by taking

screenshots while watching Korean dramas. These screenshots allowed her to review and remember useful English expressions later.

Participant 3 also emphasized vocabulary learning as one of the main benefits of using English subtitles. She explained that whenever she encountered unfamiliar vocabulary, she usually searched for its meaning and sometimes wrote it down for future review. According to her, this strategy helped her remember new words more effectively and gradually understand everyday English conversations used in Korean dramas.

Participant 4 reported paying attention not only to general vocabulary but also to informal expressions and slang frequently appearing in Korean dramas. She explained that English subtitles introduced her to expressions such as *TMI* and *FYI*, which she later recognized in other English-speaking contexts. She believed that repeated exposure to these expressions helped her become more familiar with authentic everyday English.

Likewise, Participant 5 explained that English subtitles enabled her to learn vocabulary naturally while following the storyline. She stated that she often learned new words, expressions, and sentence patterns without consciously realizing it because she was fully engaged in the drama. Whenever she found unfamiliar vocabulary, she usually searched for its meaning, paid attention to the spelling and grammatical structure, and reviewed the words afterward to strengthen her understanding.

Overall, the findings indicate that English subtitles played an important role in participants' vocabulary and expression development. All participants reported

learning new vocabulary through contextual exposure rather than memorization. They also employed various independent learning strategies, including pausing videos, searching meanings online, taking notes, saving screenshots, and reviewing new expressions after watching. These findings suggest that English subtitles provided meaningful opportunities for incidental vocabulary learning while allowing participants to enjoy Korean dramas simultaneously.

2. Speaking Practice through Imitation

It also came up that one participant learned English by taking advantage of the English subtitles. While watching Korean dramas with the subtitles, he became acquainted with the pronunciation, expressions, and the sentence patterns in English, and repeated the lines, copied the way they spoke, and the new expressions several times, thereby increasing the confidence of speaking. In this way, the subtitles provided a support for speaking as well as for comprehension.

Another important finding from the interviews was that English subtitles supported participants in practicing their English speaking skills through imitation. All participants reported that they frequently repeated dialogues, imitated English expressions, and practiced pronunciation while watching Korean dramas. They believed that repeatedly listening to the dialogues while reading the English subtitles helped them become more familiar with natural English pronunciation, intonation, and commonly used expressions. As a result, English subtitles served not only as a comprehension aid but also as a practical tool for improving speaking skills.

Participant 1 explained that she often repeated English dialogues whenever she found interesting or clearly pronounced expressions. She stated that imitating the dialogues helped her practice both pronunciation and speaking fluency. According to Participant 1: "Usually, if I hear an interesting dialogue or clear pronunciation, I repeat it. I want to know how to pronounce the sentence naturally, so I try to imitate it."

She also mentioned that she frequently repeated expressions such as *Really?*, *Are you okay?*, *I'm sorry*, *Thank you*, *I miss you*, *Don't worry*, and *It's okay*. According to her, these expressions gradually became familiar because they appeared repeatedly in different Korean dramas.

Similarly, Participant 2 explained that she often practiced speaking by repeating English expressions that she learned from subtitles. She believed that this habit helped her use English more confidently when communicating with students and colleagues. She also explained that she usually checked the correct pronunciation using online dictionaries after imitating the dialogues.

Participant 3 also reported using imitation as part of her learning strategy. Whenever she encountered unfamiliar vocabulary, she searched for its meaning, listened to its pronunciation through online resources, and repeated the words several times before continuing the drama. According to her, this process helped her improve both pronunciation and speaking confidence.

Participant 4 similarly stated that she sometimes imitated English expressions that she found useful in everyday communication. She explained that Korean dramas exposed her to various formal and informal expressions, which later

became useful in academic presentations, professional communication, and daily conversations. Although she did not rely entirely on the actors' pronunciation because they were not native English speakers, she considered English subtitles a useful starting point for speaking practice.

Participant 5 also reported repeating English dialogues after understanding their meanings. She explained that after searching for unfamiliar vocabulary, she usually checked the correct pronunciation through online dictionaries or Google Translate before practicing the dialogues herself. According to Participant 5, this learning process increased her confidence in using English because she became more familiar with natural pronunciation and sentence patterns.

Overall, the findings suggest that English subtitles played an important role in supporting speaking practice through imitation. All participants reported repeating dialogues, imitating commonly used expressions, practicing pronunciation, and applying newly learned expressions in daily communication. Besides improving pronunciation, these activities also helped participants become more confident in speaking English and more familiar with authentic conversational expressions. Therefore, English subtitles functioned not only as a source of language input but also as an effective resource for developing speaking skills through repeated exposure and imitation

3. Learning Strategies While Watching Korean Dramas

Another sub-theme identified from the interview data was the learning strategies employed by participants while watching Korean dramas with English subtitles. Although each participant had different learning preferences, all of them

actively applied various strategies to facilitate their English learning. These strategies included pausing and replaying scenes, searching for unfamiliar vocabulary, taking notes, saving useful expressions, checking pronunciation, and reviewing newly learned words after watching. These learning activities demonstrate that participants were actively engaged in self-directed language learning while enjoying Korean dramas.

Participant 1 explained that she usually paused the video whenever she encountered unfamiliar vocabulary or expressions. After searching for their meanings using online dictionaries or Google, she wrote useful words and expressions in her phone notes for future review. She also replayed certain scenes to better understand the context and remember the expressions. According to Participant 1: "If I find unfamiliar words or expressions, I usually pause the video, search for their meanings, and write them down in my phone notes. Sometimes I replay the scene to understand the context better."

Similarly, Participant 2 reported that she often saved meaningful English expressions by taking screenshots while watching Korean dramas. According to her, these screenshots allowed her to review useful vocabulary and memorable quotations later. She considered this strategy effective because it enabled her to revisit the expressions whenever she wanted to practice English.

Participant 3 also employed several learning strategies while watching Korean dramas. She explained that whenever she found unfamiliar vocabulary, she paused the video, searched for the meaning and pronunciation through online resources, and repeated the pronunciation before continuing the episode. She

sometimes wrote down new vocabulary so that she could review it again after watching.

Participant 4 likewise reported pausing the video whenever she encountered unfamiliar vocabulary or expressions. Besides searching for the meanings of unknown words, she also looked for additional explanations through online sources to understand how the expressions were used in different contexts. She believed that understanding the context was just as important as memorizing the vocabulary itself.

Participant 5 also described using note-taking as one of her main learning strategies. She explained that she usually recorded unfamiliar vocabulary, useful expressions, and sentence patterns while watching Korean dramas. After finishing an episode, she reviewed her notes, checked the pronunciation through online dictionaries, and paid attention to the spelling and grammatical structure of the expressions she had learned.

Overall, the findings indicate that participants adopted a variety of independent learning strategies while watching Korean dramas with English subtitles. Although the specific techniques differed among participants, they all demonstrated active engagement in the learning process by pausing videos, replaying scenes, searching for unfamiliar vocabulary, taking notes, saving useful expressions, checking pronunciation, and reviewing newly learned language after watching. These findings suggest that English subtitles not only provide language exposure but also encourage learners to develop autonomous learning strategies that support their English language development outside the classroom.

F. Participants' Experiences in Using English Subtitles

Use of English Subtitles in Viewing Korean Dramas the Second Themes

Based on the collected interview data, the second themes were derived from how the interviewees experienced viewing English subtitles of the Korean dramas. From the interview results, it can be seen that the participants showed different kinds of experience of the use of English subtitles, that is to say most of the participants have positive experience like: increased their understanding and confidence in English; increased their interest in learning language. The participants have also mentioned how they used English in the reality from the viewing experiences of English subtitles, nevertheless, they had to face difficulties on the part of unknown word, delay and understand some situation of language and context. These issues give insight of how people experienced use English subtitles in the real lives.

1. Positive Experiences

Another important finding identified from the interview data was the participants' positive learning experiences while watching Korean dramas with English subtitles. All participants described English subtitles as an enjoyable and effective learning resource that enabled them to improve their English skills without feeling that they were studying formally. Besides increasing their vocabulary knowledge, participants also reported improvements in their comprehension, confidence, and motivation to learn English.

Participant 1 explained that watching Korean dramas with English subtitles had significantly contributed to her English learning experience. She stated that learning through dramas was more enjoyable than learning from textbooks because

she could acquire new vocabulary and expressions naturally while following the storyline. She also mentioned that repeated exposure to common expressions increased her confidence in using English during speaking practice and daily conversations.

Similarly, Participant 2 described English subtitles as a valuable learning medium because they allowed her to learn English through an activity she genuinely enjoyed. She explained that the vocabulary and expressions she learned from Korean dramas were useful when communicating with students and colleagues. According to her, learning English became more meaningful because she could immediately apply what she had learned in real communication.

Participant 3 also reported positive learning experiences while watching Korean dramas with English subtitles. She explained that learning English through dramas was more interesting and less stressful than traditional classroom learning. She believed that repeatedly encountering English vocabulary and expressions in different contexts made them easier to remember and understand.

Participant 4 shared similar experiences. She stated that English subtitles helped her understand the storyline more easily while simultaneously expanding her English vocabulary. In addition, she explained that Korean dramas exposed her to both formal and informal English expressions, which she later found useful in academic and professional settings.

Likewise, Participant 5 explained that English subtitles enabled her to learn English more naturally because vocabulary, expressions, pronunciation, and sentence patterns were presented within meaningful contexts. She also reported that

learning through Korean dramas was more enjoyable than memorizing vocabulary from textbooks, making it easier for her to retain newly learned language.

Overall, the findings demonstrate that participants had overwhelmingly positive experiences using English subtitles while watching Korean dramas. They perceived English subtitles as an enjoyable learning medium that promoted vocabulary acquisition, improved comprehension, strengthened speaking confidence, and increased motivation to learn English. Furthermore, learning through entertainment encouraged participants to engage in English learning voluntarily, making the learning process more meaningful, enjoyable, and sustainable.

2. Language Transfer While Watching Korean Dramas

Another important finding emerging from the interview data was the occurrence of language transfer while participants watched Korean dramas with English subtitles. The participants explained that they often connected the Korean dialogues with the English subtitles, enabling them to compare vocabulary, pronunciation, sentence structures, meanings, and language use in different contexts. Although they did not consciously study translation, repeated exposure to both languages helped them understand English more effectively while also making them aware of the differences between Korean and English.

Participant 1 explained that repeatedly watching Korean dramas helped her understand many English expressions more easily. She reported becoming familiar with expressions such as *It's okay*, *Take care*, *Don't worry*, and *I miss you* because they frequently appeared in different dramas. She also mentioned that hearing

familiar Korean words while reading the English subtitles helped her associate the meanings of both languages. However, she admitted that some English subtitles did not always reflect the emotional nuance of the original Korean dialogue, causing occasional misunderstandings.

Similarly, Participant 2 reported that Korean dialogues often helped her interpret the English subtitles because she frequently compared both languages while watching. She also noticed that some Korean cultural expressions were simplified in the English subtitles, making the intended meaning less explicit. Nevertheless, she believed that repeated exposure enabled her to understand English expressions more naturally over time.

Participant 3 shared similar experiences. She explained that facial expressions, tone of voice, and situational context often supported her understanding of English subtitles, even when she did not fully understand every Korean word. She also became increasingly aware that Korean and English have different sentence structures, particularly regarding word order, which helped her recognize grammatical differences between the two languages.

Participant 4 likewise stated that English subtitles enabled her to compare Korean vocabulary with its English equivalents, particularly for culturally specific terms such as *sunbae*, *hyung*, *maknae*, and *ajumma*. She also observed that some English subtitles simplified the meanings of Korean expressions to make them more natural for international audiences. In addition, she became more aware of how politeness and respect were expressed differently in Korean and English conversations.

Participant 5 also described experiencing various forms of language transfer while watching Korean dramas. She explained that comparing Korean dialogues with English subtitles helped her understand vocabulary, sentence patterns, and pronunciation more effectively. Whenever she encountered unfamiliar expressions, she usually checked their meanings and pronunciation through online dictionaries before practicing them herself. She also noticed that some English subtitles conveyed the general meaning of Korean dialogues but did not always preserve the original cultural or emotional nuances.

Overall, the findings indicate that participants experienced different forms of language transfer while watching Korean dramas with English subtitles. Positive transfer occurred when repeated exposure facilitated vocabulary acquisition and contextual understanding, while negative transfer occasionally arose from differences in translation and cultural meaning. Participants also demonstrated lexical, phonological, syntactic, semantic, and pragmatic transfer as they compared Korean dialogues with English subtitles. These experiences contributed to a deeper understanding of English while increasing participants' awareness of similarities and differences between the two languages

3. Challenges in Using English Subtitles

Although participants generally reported positive experiences while watching Korean Dramas with English subtitles, they also encountered several challenges during the learning process. Most of these challenges were related to unfamiliar vocabulary, complex grammatical structures, idiomatic expressions, differences between Korean dialogues and English subtitles, and cultural meanings

that were difficult to interpret. Despite these difficulties, participants regarded them as part of the learning process and developed various strategies to overcome them.

Participant 1 explained that she occasionally experienced difficulty understanding English subtitles when the translations did not fully represent the meaning or emotional tone of the original Korean dialogue. She also found complex grammatical structures and certain phrasal verbs confusing, which made her prefer using simpler English expressions in daily communication. To overcome these difficulties, she usually searched for the meanings of unfamiliar expressions and paid attention to the context of the scenes.

Similarly, Participant 2 reported that some Korean cultural expressions were simplified in the English subtitles, making the intended meaning less explicit. She explained that although she could understand the general message, the emotional or cultural nuances were sometimes lost during translation. Nevertheless, repeated exposure helped her gradually understand these expressions more accurately.

Participant 3 also encountered challenges while watching Korean dramas with English subtitles. She stated that unfamiliar vocabulary, complex grammar, and phrasal verbs sometimes made it difficult for her to understand the subtitles immediately. Whenever she encountered these problems, she usually paused the video, searched for the meanings and pronunciation of unfamiliar words, and then continued watching after she felt confident about their meanings.

Participant 4 explained that she occasionally found specialized vocabulary in dramas related to professions such as law, medicine, or business difficult to understand. In addition, she noticed that some English subtitles simplified Korean

expressions to sound more natural in English, resulting in slight differences in meaning compared to the original dialogue. She believed that understanding these differences required additional learning beyond simply reading the subtitles.

Participant 5 shared similar experiences. She explained that some English expressions, particularly idiomatic expressions and culturally specific phrases, could not be understood through literal translation alone. She also noticed that some subtitles conveyed only the general meaning of the Korean dialogue without preserving its original nuance. To overcome these difficulties, she usually searched for additional explanations, checked pronunciation, and reviewed unfamiliar vocabulary after watching.

Overall, the findings indicate that participants encountered various linguistic challenges while using English subtitles to watch Korean dramas. These challenges included unfamiliar vocabulary, grammatical complexity, idiomatic expressions, cultural differences, and translation inconsistencies between Korean dialogues and English subtitles. However, rather than discouraging participants, these difficulties encouraged them to become more active and independent learners by searching for additional information, reviewing unfamiliar language, and learning through contextual exposure. Therefore, the challenges experienced by participants became an important part of their English learning process rather than obstacles that prevented learning.

6.4 Discussions

The discussion in this chapter addresses the findings of this study based on the research questions and literature reviews stated in Chapter II. The discussion

will be divided according to themes that have arisen from data analysis. The themes include how the use of English subtitles in learning activities, and learners' experience in watching Korean drama with the support of English subtitles.

A. The Use of English Subtitles in English Learning Activities

The first research question sought to investigate how members of the EXO-L Malang community used English subtitles while watching Korean dramas as part of their English learning activities. The findings revealed that participants actively used English subtitles to support their language learning in various ways, including developing vocabulary and expressions, practicing speaking through imitation, and applying different learning strategies while watching Korean dramas. Rather than functioning solely as a tool for understanding the storyline, English subtitles became an important learning resource that supported participants' English development in an informal learning environment.

One of the major findings of this study was vocabulary and expression development. The interview data showed that all participants paid attention to unfamiliar vocabulary, daily expressions, idiomatic phrases, and colloquial language while watching Korean dramas. Instead of simply reading the subtitles to follow the storyline, participants actively searched for the meanings of unfamiliar words, took notes, saved useful expressions, reviewed screenshots, and repeatedly encountered the same vocabulary in different drama contexts. These learning activities enabled participants to acquire new vocabulary incidentally while enjoying the dramas. Therefore, English subtitles provided meaningful language input that facilitated vocabulary acquisition through contextual exposure.

These findings are consistent with the study conducted by Masduqi and Khairunnisa (2024), which found that students learned new vocabulary and expressions by watching Korean Dramas with English subtitles. Similarly, participants in the present study regarded English subtitles as an important source of language input because they were exposed to authentic English used in meaningful situations. The findings also support Rinekso et al. (2021), who argued that repeated exposure to English subtitles enhances vocabulary acquisition by helping learners recognize and retain new vocabulary through contextual clues.

Furthermore, these findings support Mayer's Multimedia Learning Theory (2020), which proposes that learning becomes more effective when verbal and visual information are processed simultaneously. In this study, participants received verbal input through English subtitles while simultaneously observing visual information such as facial expressions, gestures, and situational contexts. The combination of these verbal and visual cues enabled participants to understand unfamiliar vocabulary and expressions more effectively than learning isolated words from textbooks.

Another important finding revealed that English subtitles also functioned as a tool for speaking practice through imitation. All participants reported repeating English dialogues, imitating pronunciation, and practicing commonly used expressions while watching Korean dramas. Some participants replayed particular scenes several times, while others checked pronunciation through online dictionaries before repeating the dialogues themselves. These findings indicate that participants actively transformed language input into spoken practice instead of merely reading the subtitles.

The findings are consistent with Gandhi et al. (2024), who reported that English subtitles help learners improve pronunciation, sentence patterns, and authentic spoken expressions. Similarly, participants in the present study practiced pronunciation by repeatedly imitating dialogues and applying newly learned expressions in daily communication. These findings also support Thornbury (2005), who emphasizes that speaking skills develop through repeated exposure, imitation, and opportunities to use language meaningfully. Through repetition and imitation, participants gradually became more familiar with natural pronunciation, intonation, and conversational expressions, contributing to greater confidence in speaking English.

Another significant finding concerns the learning strategies employed by participants while watching Korean dramas with English subtitles. Although each participant adopted different strategies, they all demonstrated active involvement in their learning process. The most frequently reported strategies included pausing and replaying scenes, searching for unfamiliar vocabulary using online dictionaries, taking notes, saving screenshots of useful expressions, checking pronunciation, and reviewing newly learned vocabulary after watching. These findings indicate that participants were autonomous learners who intentionally used English subtitles to improve their English proficiency.

These findings support Urbar-Serrano and Hernández-López (2024), who argue that interest-based activities encourage learners to engage in informal English learning through self-directed strategies. Likewise, participants in the present study developed their own learning strategies according to their individual preferences while watching Korean dramas. The findings also support Harmer (2015), who

states that meaningful language exposure beyond the classroom promotes autonomous language learning. Rather than relying solely on formal instruction, participants actively utilized authentic audiovisual media to regulate and enhance their own English learning process.

Overall, the findings demonstrate that English subtitles served purposes beyond facilitating comprehension of Korean dramas. Participants actively used English subtitles to expand their vocabulary and expressions, improve speaking skills through imitation, and develop independent learning strategies. Therefore, English subtitles can be considered an effective resource for promoting informal English learning by providing authentic language input, encouraging learner autonomy, and creating meaningful opportunities for language development outside formal classroom settings.

B. Participants' Experiences in Using English Subtitles

The second research question investigated the experiences of the EXO-L Malang community in using English subtitles while watching Korean dramas. The findings revealed that participants generally had positive learning experiences, experienced various forms of language transfer while watching Korean dramas, and encountered several linguistic challenges during the learning process. These findings indicate that English subtitles functioned not only as a source of entertainment but also as a meaningful resource for informal English language learning.

One of the most significant findings of this study is that participants perceived watching Korean dramas with English subtitles as an enjoyable and

effective way to learn English. Instead of viewing English learning as a formal academic activity, participants considered it a natural learning process because it was integrated with an activity they genuinely enjoyed. They reported that English subtitles helped them expand their vocabulary, understand conversations more easily, improve their confidence in speaking, and increase their motivation to continue learning English. Learning through Korean dramas also reduced learning anxiety because participants were able to acquire English in a relaxed and entertaining environment.

These findings are consistent with the study conducted by Masduqi and Khairunnisa (2024), which reported that students perceived Korean dramas with English subtitles as an enjoyable and motivating medium for learning English. Likewise, participants in the present study described English subtitles as a meaningful source of language input that encouraged them to learn English voluntarily. The findings also support the concept of interest-based learning proposed by Urbar-Serrano and Hernández-López (2024), which suggests that learners become more actively engaged when learning activities are closely related to their personal interests. Since Korean dramas were already part of the participants' daily entertainment, English learning occurred naturally and continuously without creating excessive learning pressure.

Another important finding of this study concerns the occurrence of language transfer while participants watched Korean dramas with English subtitles. The interview data revealed that participants frequently compared Korean dialogues with English subtitles, enabling them to recognize similarities and differences

between the two languages. Through repeated exposure, participants became more familiar with English vocabulary, sentence patterns, pronunciation, and expressions presented in authentic contexts. At the same time, they also became increasingly aware that Korean and English differ in grammatical structure, cultural meaning, and pragmatic use.

The findings indicate that participants experienced several forms of language transfer. Positive transfer occurred when repeated exposure helped participants understand and remember English vocabulary and expressions more easily. Participants also demonstrated lexical transfer by comparing Korean cultural terms such as *oppa*, *hyung*, *sunbae*, and *maknae* with their English equivalents. In addition, phonological transfer was observed when participants imitated English pronunciation after listening to dialogues while reading the English subtitles. Several participants reported checking pronunciation through online dictionaries after watching because they realized that Korean actors were not native English speakers.

Furthermore, participants demonstrated syntactic, semantic, and pragmatic transfer while comparing Korean dialogues with English subtitles. They noticed differences in sentence structure, recognized that some English subtitles conveyed only the general meaning of the Korean dialogue, and became more aware of how politeness and respect were expressed differently in Korean and English. These findings indicate that participants were not merely translating individual words but were actively developing cross-linguistic awareness by comparing two languages

simultaneously. Therefore, English subtitles provided opportunities for participants to understand English not only linguistically but also culturally and pragmatically.

Although participants generally reported positive experiences, they also encountered several challenges while learning English through subtitles. Unlike previous studies that emphasized subtitle speed or technical issues as the primary obstacles, the present study found that participants experienced more linguistic than technical challenges. The most frequently reported difficulties involved unfamiliar vocabulary, idiomatic expressions, phrasal verbs, grammatical structures, specialized terminology, and differences between Korean dialogues and English subtitle translations. Participants also explained that some subtitles simplified Korean cultural expressions, making it difficult to fully understand the intended meaning or emotional nuance of the original dialogue.

These findings are consistent with Nazri (2021), who argues that language learners often experience difficulties when simultaneously processing spoken language, written subtitles, and visual information. Similarly, participants in the present study needed additional cognitive effort to interpret unfamiliar vocabulary, understand contextual meanings, and compare two languages while following the storyline. Nevertheless, rather than discouraging participants, these challenges encouraged them to become more autonomous learners. Most participants overcame these difficulties by pausing the video, replaying scenes, searching for unfamiliar vocabulary through online dictionaries, checking pronunciation, and reviewing newly learned expressions after watching. These strategies demonstrate adaptive learning behaviors that support independent language learning. This

finding is also in line with Latifah et al. (2025), who argue that continuous exposure combined with active learning strategies contributes to improvements in language comprehension and learner confidence over time.

Overall, the findings demonstrate that participants' experiences in using English subtitles while watching Korean dramas were predominantly positive despite the linguistic challenges they encountered. English subtitles provided authentic language input that enhanced learners' motivation, confidence, vocabulary knowledge, and awareness of linguistic differences between Korean and English. At the same time, participants actively developed independent learning strategies to overcome unfamiliar vocabulary, translation differences, and cultural nuances. Therefore, English subtitles can be considered an effective medium for informal English language learning because they combine meaningful language exposure, learner autonomy, and personal interest in a single learning experience.

CHAPTER V

CONCLUSION AND SUGGESTION

The present chapter discusses the concluding of the result based on the study findings. This study also offers some recommendations based on the study findings which are based on data gotten from interviewing some of the members of EXO-L Malang about the usage of English subtitles for Korean drama. These findings also explain about how English subtitles serve the purpose of informal resources for the process of language learning of English by those students and also talks about the experience of the participants in the language learning process such as benefits gained from using English subtitles and difficulties encountered while language learning process. And finally, several recommendations are given for the students, teachers, fan communities and future researchers.

5.1 Conclusion

This study aimed to investigate how members of the EXO-L Malang community used English subtitles while watching Korean dramas as part of their English learning activities and to explore their experiences in using English subtitles. Based on the interview data collected from five participants, the findings indicate that English subtitles function not only as a tool for understanding Korean dramas but also as an effective medium for informal English language learning.

Regarding the first research question, the findings reveal that participants actively used English subtitles to support their English learning in various ways. They developed their vocabulary and expressions by paying attention to unfamiliar

words, idiomatic expressions, and commonly used phrases presented in the subtitles. In addition, participants practiced speaking through imitation by repeating dialogues, following pronunciation, and using newly learned expressions in meaningful contexts. They also employed various independent learning strategies, including pausing and replaying scenes, searching for unfamiliar vocabulary using online dictionaries, taking notes, saving useful expressions, checking pronunciation, and reviewing newly learned vocabulary after watching. These findings demonstrate that participants actively engaged in self-directed learning rather than passively watching Korean dramas.

Regarding the second research question, the findings show that participants generally had positive learning experiences while using English subtitles. They perceived learning English through Korean dramas as enjoyable, motivating, and less stressful than conventional learning methods. Furthermore, participants experienced various forms of language transfer while comparing Korean dialogues with English subtitles. Through repeated exposure, they became more aware of differences in vocabulary, pronunciation, sentence structure, meaning, and pragmatic language use between Korean and English. At the same time, participants encountered several challenges, including unfamiliar vocabulary, idiomatic expressions, grammatical complexity, specialized terminology, and differences between Korean dialogues and English subtitle translations. However, these challenges encouraged participants to become more autonomous learners by applying different learning strategies to overcome their difficulties.

Overall, this study concludes that English subtitles in Korean dramas provide meaningful opportunities for informal English language learning. Beyond facilitating comprehension, English subtitles support vocabulary development, speaking practice through imitation, learner autonomy, and cross-linguistic awareness while maintaining learners' motivation through interest-based learning. Therefore, English subtitles can be considered an effective informal learning resource that complements formal English instruction and encourages continuous English learning outside the classroom.

5.2 Suggestion

Based on the findings of the study that was conducted, several recommendations are provided for related parties. It is hoped that through these recommendations that English language learning via media such as Korean drama with English subtitle can be improved further. The study found that subtitles provided great support for learner in terms of vocabulary development, practice of speaking skills, and learner's motivation in which many people particularly different parties can apply for the purpose of their learning or teaching. The recommendations given are based on the finding of the study.

Recommendations For English Language Learners English language learners are strongly advised to watch and learn English through English subtitled Korean dramas or movies as an extra learning resource. It would help to enrich vocabularies, improve their pronunciation and practice speaking skills. It would be more interesting in term of learning in comparing with textbooks. Thus, it is hoped

that students are expected to actively imitate the words, take a note and practice in daily life usage to boost their confidence when talking.

Recommendations For English Language Teachers or Instructors English language teachers and instructors are suggested to bring and use Korean dramas or films with English subtitle into a part of classroom material in order to enhance motivation and promote Authentic English. They can guide the students how to effectively watch the film. For example, instructors can also suggest students to focus on specific vocabularies and some commonly used expressions in the film or movie as part of their lessons. Using subtitles can also be one of the supporting materials in speaking and vocabulary lessons. It can also provide interesting and dynamic atmosphere in learning English language.

For the communities of K-pop fan particularly EXO-Ls K-pop fan community especially those devoted fans, are suggested to utilize their favorite hobby as a platform for learning English informally. Through K-pop community, fans may share ideas, comments, articles or interact with overseas members and try using English in their interaction. In this case, watching Korean dramas or films with English subtitle can become a shared resource where members could practice. The community will provide helpful support for fans when learning new languages and they can study in a relaxing and interesting environment.

For Researchers Researchers are encouraged to expand the variety of subjects, more participant will be included to increase the result's reliability and generalizability to other K-pop fan groups. Future researchers can investigate the effects of Korean drama with English subtitles on the other language skills, for

example listening or writing skill. Various method such as mixed-method can also be applied in order to get the more comprehensive data. For the comparison of usage of various media are also recommended so that deeper understand can be obtained regarding informal language learning.

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APPENDICES

Appendix I Validation Sheet

Validations Sheet
Instrument Validation Sheet of Interview Question
“Exploring the Use of English Subtitles in Korean Dramas among EXO-L Malang Communities”

Validator : Farid Munfaati, M.Pd
NIP : 198604202023212049
Expertise : English Language Teaching Development
Instance : Maulana Malik Ibrahim State Islamic University of Malang
Validation Date : 15 Juni 2026

A. Introduction

This validation was made to obtain an assessment from the validator Ms on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B. Guidance

1. In this section, asses by ticking (✓) with the following criteria to the columns bellow:
1: Very poor
2: Poor
3: Average
4: Good
5: Excellent
2. Please give comments and suggestion in the columns below:

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	Suitability of Instrument with basic competencies				✓	
2.	Clarity of question items contained in the research instrument				✓	
3.	Clarity of instrument on each question items contained in the research instrument				✓	
4.	The research instrument is relevant with the research objectives					✓
5.	The research instrument can help the research find				✓	

Appendix II Interview Questions

Appendix A : Interview Guide

Participant Name:

Status:

Date:

Instructions

This interview is conducted for research purposes to explore the experiences and perceptions of EXO-L Malang community members regarding the use of English subtitles in Korean dramas and their role in learning English speaking skills. There are no right or wrong answers. Please answer each question honestly based on your personal experiences and opinions.

A. Background Information

1. How long have you been a member of the EXO-L Malang community?
2. How often do you watch Korean dramas?
3. Besides Indonesian subtitles, what other subtitles do you usually use when watching Korean dramas?
4. How do you usually use English subtitles while watching Korean dramas?

B. Main Interview Questions

5. Why do you choose to watch Korean Dramas with English Subtitles?
6. How do you usually use English subtitles while watching Korean Dramas?
7. In your opinion, how have English subtitles contributed to your English learning outside the classroom?
8. Have you ever imitated the pronunciation of English words after hearing them in Korean Dramas?
9. What kinds of English vocabulary or expressions have you learned from English subtitles?
10. What kinds of English vocabulary or expressions have you learned from English subtitles?
11. Have you ever written down, memorized, or saved new English words or expressions? Could you give some examples?

12. Have you ever repeated or imitated English dialogues from Korean dramas?
Why?
13. Which English expressions do you imitate most often?
14. Are there any English words or expressions that became easier to understand because you watched Korean dramas repeatedly?
15. Have you ever misunderstood the meaning of an English subtitle because it was translated from Korean? Could you give an example?
16. Are there any English words or sentence patterns that you avoid using because they are difficult or confusing?
17. Are there any English expressions from Korean dramas that you often use in your daily conversations? For example: Really? I'm okay, Oh my God, I miss you.
18. Do Korean dialogues help you understand the English subtitles? Could you explain how?
19. Have you ever imitated the pronunciation of English words after hearing them in Korean dramas?
20. Have you ever learned English vocabulary by comparing Korean words with the English subtitles? For example: Oppa, Sunbae, Hyung, Maknae
21. Have you ever noticed that Korean sentence patterns are different from English sentence patterns while watching Korean dramas?
22. Have you ever found English subtitles whose meaning was different from what you expected after listening to the Korean dialogue?
23. Have you ever learned how to express politeness, respect, or greetings in English by comparing Korean conversations with English subtitles?

C. Closing Questions

24. Overall, how do you think watching Korean Dramas with English subtitles has influenced your English learning experiences?

Appendix II Transcript Interview

Participant 1

Name : Almas

Status : University Student

Date : Thursday, 30-03-2026

No	Pertanyaan	Jawaban
1.	Sudah berapa lama Anda bergabung dengan komunitas EXO-L Malang?	Kalau saya masih newbie join komunitas ini sekitar baru 1 tahun.
2.	Seberapa sering Anda menonton drama Korea?	Ya lumayan sering, apalagi kalau ada drama atau film baru yang lagi booming aku selalu langsung nonton saat weekend.
3.	Selain subtitle bahasa Indonesia, subtitle apa saja yang biasanya Anda gunakan saat menonton drama Korea?	Pakai bahasa Inggris sih buat mengasah kemampuan speakingku, selain itu sesekali aku memakai sub bahasa Arab.

4.	Bagaimana cara Anda menggunakan subtitle bahasa Inggris saat menonton drama Korea?	Saya membaca subtitle sambil mendengarkan dialog. Subtitle bahasa Inggris tersebut saya cerna dan saya terjemahkan sendiri ke dalam bahasa Indonesia.
5.	Mengapa kamu memilih menonton drama Korea dengan subtitle bahasa Inggris?	Awalnya karena penasaran aja dan pengen sekalian belajar bahasa Inggris. Menurutku kalau pakai subtitle Indonesia aku jadi cuma fokus ke ceritanya, sedangkan kalau pakai subtitle bahasa Inggris aku bisa belajar kosakata baru tanpa harus belajar secara formal. Jadi sambil menikmati dramanya, aku juga merasa kemampuan bahasa Inggrisku sedikit demi sedikit ikut berkembang.
6.	Biasanya bagaimana cara kamu menggunakan subtitle bahasa Inggris saat menonton drama Korea?	Biasanya aku baca subtitle sambil dengerin dialog Koreanya. Kalau ada kata atau ungkapan yang belum pernah aku lihat, aku pause dulu terus cari artinya di Google atau kamus. Kadang kalau menurutku kata atau ekspresinya sering dipakai, aku catat di notes HP supaya

		nanti bisa aku pelajari lagi. Sese kali aku juga mengulang adegan tertentu buat memastikan aku paham konteksnya
7.	Menurutmu, bagaimana subtitle bahasa Inggris membantu proses belajar bahasa Inggris di luar kelas?	Menurutku cukup membantu, terutama buat nambah kosakata dan mengenal ungkapan-ungkapan yang sering dipakai dalam percakapan sehari-hari. Selain itu, aku juga jadi lebih terbiasa membaca bahasa Inggris dan lebih mudah memahami maksud suatu kalimat dari konteksnya. Karena belajarnya lewat drama yang aku suka, jadi rasanya nggak membosankan dan lebih mudah diingat dibanding cuma belajar dari buku.
8.	Kosakata atau ungkapan bahasa Inggris seperti apa yang kamu pelajari dari subtitle bahasa Inggris?	Yang paling sering aku pelajari itu ungkapan atau ekspresi yang dipakai dalam percakapan sehari-hari. Misalnya seperti <i>I'm proud of you, I can't believe it, it's up to you, take care, I miss you</i> , atau <i>Don't worry</i> . Selain itu aku juga jadi belajar kosakata yang berhubungan dengan pekerjaan, sekolah, keluarga, dan

		perasaan karena sering muncul di drama. Jadi bukan cuma arti katanya, tapi juga tahu kapan ungkapan itu biasanya digunakan.
9.	Apakah kamu pernah mencatat, menghafal, atau menyimpan kosakata maupun ungkapan baru? Bisa kasih contohnya?	Iya, pernah. Biasanya kalau nemu kata atau ungkapan yang menurutku menarik atau sering muncul, aku langsung catat di notes HP. Kadang aku juga screenshot bagian subtitlenya supaya nanti bisa aku lihat lagi. Contohnya seperti <i>make up your mind</i> yang artinya memutuskan sesuatu, <i>figure out</i> yang berarti mencari tahu atau memahami sesuatu, <i>what's going on?</i>, <i>No way!</i>, sama <i>It depends</i>. Beberapa ungkapan itu akhirnya jadi sering aku pakai waktu chatting atau latihan speaking karena sudah terbiasa melihatnya di drama.
10.	Apakah kamu pernah mengulang atau menirukan dialog bahasa Inggris dari drama Korea? Mengapa?	Iya, pernah. Biasanya kalau ada dialog yang terdengar menarik atau pengucapannya jelas, aku suka mengulanginya. Alasannya karena

		menurutku itu bisa membantu latihan speaking dan pronunciation. Kadang aku juga ingin tahu bagaimana cara mengucapkan suatu kalimat dengan intonasi yang natural, jadi aku coba menirukan cara mereka mengucapkannya. Walaupun yang terdengar itu sebenarnya dialog bahasa Korea, aku tetap mengikuti subtitle bahasa Inggrisnya untuk latihan mengucapkan kalimat dalam bahasa Inggris.
11.	Ungkapan bahasa Inggris apa yang paling sering kamu tirukan?	Yang paling sering itu ungkapan yang dipakai dalam percakapan sehari-hari, seperti <i>Really? Are you okay?, I'm sorry, Thank you, I miss you, Don't worry, It's okay, What happened?</i>, sama <i>I can't believe it</i>. Menurutku ungkapan-ungkapan itu sering muncul di drama, jadi tanpa sadar aku jadi hafal dan kadang ikut menggunakannya saat ngobrol atau latihan speaking

12.	Apakah ada kata atau ungkapan bahasa Inggris yang menjadi lebih mudah kamu pahami karena sering menonton drama Korea?	Iya, ada. Karena sering muncul di berbagai drama, lama-lama aku jadi lebih paham artinya tanpa harus mencari di kamus lagi. Misalnya ungkapan seperti <i>I'm fine, Take care, I miss you, Be careful, Trust me, It's okay, atau Don't worry.</i> Awalnya aku cuma tahu arti harfiahnya, tapi setelah melihat ungkapan itu dipakai dalam berbagai situasi, aku jadi lebih paham kapan dan bagaimana menggunakannya. Jadi pengulangannya dari drama cukup membantu buat mengingat dan memahami konteks penggunaannya.
13.	Apakah kamu pernah salah memahami arti subtitle bahasa Inggris karena subtitle tersebut diterjemahkan dari bahasa Korea? Bisa kasih contoh?	Iya, pernah. Kadang ada beberapa kalimat yang kalau dibaca di subtitle bahasa Inggris terasa agak aneh atau kurang sesuai sama yang aku tangkap dari dialog Koreanya. Misalnya waktu karakter bilang sesuatu dengan nada bercanda atau menyindir, di subtitle bahasa Inggris terkesan lebih serius. Jadi aku sempat salah paham maksudnya. Biasanya aku

		baru sadar setelah lihat penjelasan di media sosial atau membaca komentar dari penonton lain.
14.	Apakah ada kosakata atau pola kalimat bahasa Inggris yang kamu hindari karena sulit atau membingungkan?	Ada. Aku biasanya menghindari kalimat yang terlalu panjang atau menggunakan grammar yang rumit, misalnya yang banyak memakai <i>tenses</i> atau <i>conditional sentences</i> . Aku juga masih kurang percaya diri menggunakan <i>phrasal verbs</i> tertentu karena kadang satu kata bisa punya banyak arti tergantung konteksnya. Jadi aku lebih memilih menggunakan kalimat yang sederhana supaya tidak salah.
15.	Apakah ada ungkapan bahasa Inggris dari drama Korea yang sering kamu gunakan dalam percakapan sehari-hari? Misalnya <i>Really?</i> , <i>I'm okay</i> , <i>Oh my God</i> , <i>I miss you</i> .	Iya, lumayan sering. Yang paling sering aku pakai seperti <i>Really?</i> , <i>It's okay</i> , <i>Don't worry</i> , <i>I miss you</i> , <i>Are you okay?</i> , sama <i>Thank you so much</i> . Kadang waktu chatting sama teman atau latihan speaking, ungkapan-ungkapan itu keluar secara spontan karena sudah terlalu sering aku lihat di drama

16.	Apakah dialog bahasa Korea membantu kamu memahami subtitle bahasa Inggris? Bisa jelaskan bagaimana?	Iya, membantu. Walaupun aku belum bisa bahasa Korea dengan lancar, ada beberapa kata yang sudah sering aku dengar jadi aku tahu maksudnya. Misalnya kalau mendengar kata <i>괜찮아</i> (<i>gwaenchana</i>), lalu di subtitle muncul <i>It's okay</i> , lama-lama aku jadi menghubungkan keduanya. Selain itu, ekspresi wajah dan situasi dalam dramanya juga membantu aku memahami arti subtitle dengan lebih mudah
17.	Apakah kamu pernah menirukan pengucapan kata-kata bahasa Inggris setelah mendengarnya saat menonton drama Korea?	Pernah. Biasanya kalau ada ungkapan bahasa Inggris yang terdengar jelas, aku suka mengulanginya. Aku mencoba menirukan cara pengucapannya supaya terdengar lebih natural. Walaupun yang berbicara bukan penutur asli bahasa Inggris, menurutku itu tetap bisa jadi latihan awal sebelum aku mendengarkan pengucapan dari penutur asli
18.	Apakah kamu pernah mempelajari kosakata bahasa	Iya, pernah. Misalnya kata <i>Sunbae</i> yang biasanya diterjemahkan menjadi <i>senior</i> ,

	Inggris dengan membandingkan kata-kata dalam bahasa Korea dengan subtitle bahasa Inggris? Misalnya <i>Oppa</i>, <i>Sunbae</i>, <i>Hyung</i>, atau <i>Maknae</i>	atau <i>Maknae</i> yang berarti anggota paling muda. Dari situ aku jadi belajar bahwa ada beberapa kata dalam bahasa Korea yang diterjemahkan ke bahasa Inggris dengan makna yang lebih umum. Jadi aku bisa memahami arti kedua bahasa tersebut sekaligus
19.	Apakah kamu pernah menyadari bahwa pola kalimat bahasa Korea berbeda dengan pola kalimat bahasa Inggris saat menonton drama Korea?	Iya, aku menyadarinya. Kadang urutan katanya berbeda. Di bahasa Korea biasanya kata kerja ada di akhir kalimat, sedangkan di bahasa Inggris tidak. Karena melihat subtitle bahasa Inggris bersamaan dengan mendengar dialog Korea, aku jadi sadar kalau cara menyusun kalimat di kedua bahasa itu memang berbeda
20.	Apakah kamu pernah menemukan subtitle bahasa Inggris yang maknanya berbeda dari yang kamu bayangkan setelah mendengar dialog bahasa Korea?	Pernah. Ada beberapa bagian yang menurutku diterjemahkan lebih sederhana daripada dialog aslinya. Misalnya di bahasa Korea ada ungkapan yang menunjukkan rasa hormat atau emosi tertentu, tetapi di subtitle bahasa

		Inggris hanya diterjemahkan menjadi kalimat biasa. Jadi menurutku ada sedikit perbedaan makna atau nuansa yang disampaikan
21.	Apakah kamu pernah belajar cara mengungkapkan kesopanan, rasa hormat, atau sapaan dalam bahasa Inggris dengan membandingkan percakapan bahasa Korea dan subtitle bahasa Inggris?	Iya. Aku jadi tahu kalau cara menunjukkan rasa hormat di bahasa Korea dan bahasa Inggris berbeda. Misalnya ketika karakter berbicara kepada orang yang lebih tua, subtitle bahasa Inggris sering menggunakan kata-kata yang lebih sopan seperti <i>Excuse me</i>, <i>Thank you</i>, <i>I'm sorry</i>, atau <i>Please</i>. Dari situ aku belajar bahwa walaupun bentuknya berbeda, keduanya sama-sama menunjukkan sikap sopan kepada lawan bicara.
22.	Secara keseluruhan, bagaimana menurutmu menonton drama Korea dengan subtitle bahasa Inggris memengaruhi pengalaman	Menurutku pengaruhnya cukup besar. Aku jadi lebih sering terpapar bahasa Inggris tanpa merasa sedang belajar. Kosakataku bertambah, aku lebih mengenal berbagai ungkapan sehari-hari, dan kemampuan memahami konteks juga

belajarmu dalam bahasa Inggris?	meningkat. Selain itu, aku jadi lebih percaya diri untuk mencoba menggunakan bahasa Inggris, terutama saat chatting atau latihan speaking. Walaupun masih banyak yang perlu dipelajari, menurutku menonton drama Korea dengan subtitle bahasa Inggris adalah salah satu cara belajar yang menyenangkan dan efektif
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Participant 2

Name : Zaza

Status : Tutor and Staff Designer

Date : Friday, 01-05-2026

No	Pertanyaan	Jawaban
1.	Sudah berapa lama Anda bergabung dengan komunitas EXO-L Malang?	Saya bergabung sejak tahun 2023. Saya bergabung karena hobi dan suka mengikuti kegiatan seperti nobar konser, <i>variety show</i> , serta <i>screening</i> film atau drama Korea.

2.	Seberapa sering Anda menonton drama Korea?	Saya sangat sering menonton. Setelah satu drama selesai, saya langsung melanjutkan menonton drama lain. Semua genre drama Korea juga saya tonton karena menurut saya menarik.
3.	Selain subtitle bahasa Indonesia, subtitle apa saja yang biasanya Anda gunakan saat menonton drama Korea?	Biasanya saya menggunakan dua subtitle, yaitu subtitle bahasa Korea di bagian atas agar mengetahui tulisannya dan subtitle bahasa Inggris di bagian bawah agar lebih memahami maknanya.
4.	Bagaimana cara Anda menggunakan subtitle bahasa Inggris saat menonton drama Korea?	Saya menonton sambil mencerna bahasa Korea ke bahasa Inggris, kemudian menerjemahkan bahasa Inggris tersebut ke dalam bahasa Indonesia.
5.	Apa tujuan Anda menonton drama Korea dengan menggunakan subtitle bahasa Inggris?	Beberapa frasa bahasa Korea jika diterjemahkan ke bahasa Indonesia terasa kurang sesuai atau jauh dari konteks aslinya. Jika menggunakan subtitle bahasa Inggris,

		maknanya terasa lebih netral dan lebih nyaman dipahami.
6.	Hal-hal apa saja yang biasanya Anda perhatikan atau pelajari dari subtitle bahasa Inggris?	Saya lebih memperhatikan kosakata terlebih dahulu, kemudian saya latih untuk <i>speaking</i> . Saya juga ingin mengetahui padanan bahasa Inggris dari bahasa Korea.
7.	Apakah Anda pernah meniru atau mengulangi dialog dalam drama Korea untuk melatih kemampuan bahasa Inggris Anda?	Saya sering mengulang bagian atau adegan tertentu ketika menemukan kutipan yang menarik. Saya mengamati subtitle bahasa Inggrisnya, lalu menyimpan, menulis, atau mengambil tangkapan layar kutipan tersebut untuk dibagikan di media sosial.
8.	Apakah Anda pernah mengingat, mencatat, atau menyimpan kosakata maupun ungkapan baru yang Anda temukan dari subtitle bahasa Inggris?	Kalau menulis, biasanya langsung saya buat menjadi <i>story</i> di Instagram. Saya mencatat kutipan tersebut dan membahasnya menggunakan bahasa Inggris.

9.	Menurut Anda, apakah menonton drama Korea dengan subtitle bahasa Inggris membantu proses pembelajaran bahasa Inggris Anda?	Menonton drama Korea dengan subtitle bahasa Inggris sangat membantu saya berbicara bahasa Inggris dengan murid-murid asing yang saya ajar. Saya jadi memiliki lebih banyak kosakata dan frasa, lebih lancar, serta lebih percaya diri.
10.	Apakah Anda pernah menggunakan kosakata atau ungkapan bahasa Inggris yang diperoleh dari drama Korea dalam komunikasi sehari-hari?	Saya menggunakan kosakata atau kutipan yang sudah saya tulis dan ulangi. Biasanya saya membagikannya di media sosial, bukan dalam komunikasi langsung sehari-hari.
11.	Dalam situasi seperti apa Anda biasanya menggunakan bahasa Inggris?	Saya menggunakan bahasa Inggris ketika bekerja dengan orang asing, berbicara dengan pemilik dan rekan kerja, serta ketika mengajar menggambar kepada anak-anak dari berbagai negara.
12.	Apakah terdapat kosakata, frasa, atau ungkapan bahasa Inggris dari drama Korea yang menurut Anda sangat	"Ada. Misalnya ungkapan 'I love you' yang menurut saya terdengar lebih natural dan netral dibandingkan jika diterjemahkan ke dalam bahasa Indonesia menjadi 'Aku

	membantu dalam berkomunikasi menggunakan bahasa Inggris?	mencintaimu'. Selain itu, sapaan 'hyung' dalam bahasa Korea lebih tepat dipahami sebagai 'brother' atau 'bro' dalam subtitle bahasa Inggris sehingga lebih mudah saya pahami dan gunakan sesuai konteks."
13.	Apakah Anda pernah mengalami kesulitan saat menonton drama Korea dengan subtitle bahasa Inggris?	Kesulitannya lebih pada proses mencerna subtitle bahasa Inggris ke bahasa Indonesia. Jika subtitle terlambat, saya harus memikirkan konteks cerita dan itu membuat saya lelah. Biasanya saya mengganti subtitle ke bahasa Indonesia sementara, lalu kembali menggunakan bahasa Inggris pada episode berikutnya.

Participant 3

Name : Caca

Status : Teacher

Date : Friday, 01-05-2026

No	Pertanyaan	Jawaban
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1.	Sudah berapa lama Anda bergabung dengan komunitas EXO-L Malang?	Saya bergabung sejak tahun 2022 atau sekitar empat tahun. Saya cukup aktif mengikuti kegiatan komunitas, seperti <i>screening</i> film atau drama, nonton bareng, noraebang, dan <i>birthday party</i> .
2.	Seberapa sering Anda menonton drama Korea?	Saya masih cukup sering menonton drama Korea ketika memiliki waktu luang, meskipun akhir-akhir ini tidak sesering sebelumnya karena pekerjaan dan skripsi.
3.	Selain subtitle bahasa Indonesia, subtitle apa saja yang biasanya Anda gunakan saat menonton drama Korea?	Saya biasanya menonton drama Korea menggunakan subtitle bahasa Inggris.
4.	Bagaimana cara Anda menggunakan subtitle bahasa Inggris saat menonton drama Korea?	Kadang saya menggunakan dua subtitle, yaitu subtitle bahasa Inggris di bagian atas dan bahasa Indonesia di bagian bawah. Namun, saya lebih sering menggunakannya secara bergantian, misalnya satu episode menggunakan subtitle bahasa Inggris dan

		episode berikutnya menggunakan subtitle bahasa Indonesia. Saat menggunakan subtitle bahasa Inggris, saya sering menghentikan tayangan untuk memahami maknanya.
5.	Apa tujuan Anda menonton drama Korea dengan menggunakan subtitle bahasa Inggris?	Saya ingin menambah kosakata, mengetahui frasa yang dapat digunakan saat berbicara dengan teman, dan memahami cara pelafalan suatu kata.
6.	Hal-hal apa saja yang biasanya Anda perhatikan atau pelajari dari subtitle bahasa Inggris?	Awalnya saya memperhatikan kosakata, kemudian saya mulai memahami <i>expression</i> dan percakapan sehari-hari dalam bahasa Inggris. Saya juga memperhatikan cara menjawab, intonasi, dan ekspresi agar mengetahui bentuk percakapan yang lebih alami.

7.	Apakah Anda pernah meniru atau mengulangi dialog dalam drama Korea untuk melatih kemampuan bahasa Inggris Anda?	Pernah. Saya sering menghentikan dan memutar ulang tayangan. Jika menemukan kata yang belum saya pahami, saya mencari artinya dan cara pelafalannya melalui Google Translate, lalu mencoba menirukannya.
8.	Apakah Anda pernah mengingat, mencatat, atau menyimpan kosakata maupun ungkapan baru yang Anda temukan dari subtitle bahasa Inggris?	Kosakata baru biasanya saya catat. Contohnya, kata <i>torch</i> yang berarti senter. Ada juga kata dan frasa yang langsung saya ingat.
9.	Menurut Anda, apakah menonton drama Korea dengan subtitle bahasa Inggris membantu proses pembelajaran bahasa Inggris Anda?	Sangat membantu karena saya belajar melalui hal yang saya sukai. Jadi, belajar bahasa Inggris terasa lebih menarik dan tidak membosankan.

10.	Apakah Anda pernah menggunakan kosakata atau ungkapan bahasa Inggris yang diperoleh dari drama Korea dalam komunikasi sehari-hari?	Ketika menemukan kosakata atau frasa baru yang saya sukai, saya menuliskannya di <i>notebook</i> atau catatan. Saya juga membahasnya dengan teman melalui <i>chat</i> .
11.	Dalam situasi seperti apa Anda biasanya menggunakan bahasa Inggris?	Saya menggunakan bahasa Inggris ketika berkumpul dengan teman, berkomunikasi melalui akun media sosial kedua, dan berdiskusi dengan teman di perkuliahan yang juga mengambil jurusan bahasa Inggris.
12.	Apakah terdapat kosakata, frasa, atau ungkapan bahasa Inggris dari drama Korea yang menurut Anda sangat membantu dalam berkomunikasi menggunakan bahasa Inggris?	"Ada. Misalnya kata 'torch' yang berarti 'senter'. Saya mengetahui kosakata tersebut dari subtitle bahasa Inggris, kemudian saya mencari artinya di Google Translate, mencatatnya, dan mengingatnya agar dapat digunakan kembali ketika berbicara dalam bahasa Inggris."

13.	Apakah Anda pernah mengalami kesulitan saat menonton drama Korea dengan subtitle bahasa Inggris?	Pernah, terutama ketika subtitle mengalami <i>delay</i> atau terlalu cepat. Saya jadi sering menghentikan tayangan karena dialognya cepat dan subtitle belum sempat terbaca, sehingga terasa melelahkan.
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Participant 4

Name : Dian

Status : Employee Company

Date : Friday, 01-05-2026

No	Pertanyaan	Jawaban
1.	Sudah berapa lama Anda bergabung dengan komunitas EXO-L Malang?	Saya sudah kurang lebih sembilan tahun bergabung dan menuju sepuluh tahun. Saya termasuk salah satu <i>founder</i> komunitas EXO-L Malang karena pada saat itu belum ada komunitas EXO-L di Malang.
2.	Seberapa sering Anda menonton drama Korea?	Saya sangat sering menonton. Saat makan atau memiliki waktu luang, saya biasanya menonton drama Korea atau <i>variety show</i> .
3.	Selain subtitle bahasa Indonesia, subtitle apa saja yang biasanya Anda gunakan saat menonton drama Korea?	Saya menggunakan subtitle bahasa Inggris. Saya lebih sering menggunakannya saat menonton <i>variety show</i> karena bahasanya lebih mudah dipahami dalam kehidupan sehari-hari. Dalam drama, saya menggunakan subtitle bahasa Inggris ketika subtitle bahasa Indonesianya kurang sesuai

		dengan konteks, terasa kurang nyaman dibaca, atau mengalami keterlambatan.
4.	Bagaimana cara Anda menggunakan subtitle bahasa Inggris saat menonton drama Korea?	Saya melihat subtitle sambil menonton dramanya, kemudian saya memahami dan mencerna sendiri artinya di dalam pikiran.
5.	Apa tujuan Anda menonton drama Korea dengan menggunakan subtitle bahasa Inggris?	Untuk menambah kosakata agar dapat berbicara dengan lebih baik. Kosakata dalam drama Korea berbeda-beda sesuai profesi atau latar cerita, misalnya kosakata yang digunakan oleh pramuniaga dan pengacara. Saya belajar bahasa Inggris karena terbiasa menonton drama Korea sejak sekolah.

6.	Hal-hal apa saja yang biasanya Anda perhatikan atau pelajari dari subtitle bahasa Inggris?	Saya lebih sering memperhatikan bahasa sehari-hari yang digunakan dalam drama. Di <i>variety show</i> , saya juga menemukan banyak bahasa gaul, seperti TMI dan FYI.
7.	Apakah Anda pernah meniru atau mengulangi dialog dalam drama Korea untuk melatih kemampuan bahasa Inggris Anda?	Saya tidak meniru dialog karena bahasa pertama mereka adalah bahasa Korea. Namun, saya sering menghentikan bagian tertentu yang memuat istilah atau bahasa gaul yang saya sukai agar mengetahui istilah baru.
8.	Apakah Anda pernah mengingat, mencatat, atau menyimpan kosakata maupun ungkapan baru yang Anda temukan dari subtitle bahasa Inggris?	Setelah melihat ungkapan dalam subtitle, saya biasanya mencarinya kembali melalui Google atau Pinterest. Terkadang saya menemukan hasil suntingan yang kemudian dijadikan <i>story</i> di Instagram.
9.	Menurut Anda, apakah menonton drama Korea dengan subtitle bahasa Inggris membantu proses	Sangat membantu karena saya tidak terlalu memahami bahasa Korea. Subtitle bahasa Inggris mempermudah saya untuk

	pembelajaran bahasa Inggris Anda?	memahami apa yang disampaikan dan jalan cerita.
10.	Apakah Anda pernah menggunakan kosakata atau ungkapan bahasa Inggris yang diperoleh dari drama Korea dalam komunikasi sehari-hari?	Saya menggunakan bahasa gaul ketika berbicara dengan teman-teman yang juga menyukai drama Korea atau <i>variety show</i> , misalnya ketika berdiskusi tentang istilah TMI dan FYI.
11.	Dalam situasi seperti apa Anda biasanya menggunakan bahasa Inggris?	Saya bekerja di perusahaan dengan pemilik atau CEO nya itu orang asing, sehingga saya membaca <i>manual book</i> berbahasa Inggris. Saya juga pernah kuliah dengan bahasa pengantar Inggris di luar negeri dan menggunakan bahasa Inggris saat presentasi, terutama bahasa formal yang saya pelajari dari drama dengan latar sekolah atau perusahaan.
12.	Apakah terdapat kosakata, frasa, atau ungkapan bahasa Inggris dari drama Korea	Contohnya seperti TMI dan FYI itu tadi.

	yang menurut Anda sangat membantu dalam berkomunikasi menggunakan bahasa Inggris?	
13.	Apakah Anda pernah mengalami kesulitan saat menonton drama Korea dengan subtitle bahasa Inggris?	Kesulitannya ketika terdapat istilah profesi, misalnya istilah yang digunakan oleh pengacara. Saya perlu menghentikan tayangan dan mencari konteksnya melalui internet. Subtitle yang terlambat juga menjadi kendala, sehingga saya mencari arti dan pelafalannya melalui Google Translate atau mencari konteksnya di TikTok.

Participant 5

Name : Dea

Status : Tutor and Administrator

Date : Friday, 01-05-2026

No	Pertanyaan	Jawaban
1.	Sudah berapa lama Anda bergabung dengan komunitas EXO-L Malang?	Saya sudah bergabung sekitar dua sampai tiga tahun, termasuk newbie juga sih.
2.	Seberapa sering Anda menonton drama Korea?	Terkadang dalam satu bulan saya menonton satu sampai tiga drama Korea.
3.	Selain subtitle bahasa Indonesia, subtitle apa saja yang biasanya Anda gunakan saat menonton drama Korea?	Saya menggunakan subtitle bahasa Inggris saja.

4.	Bagaimana cara Anda menggunakan subtitle bahasa Inggris saat menonton drama Korea?	Saya menggunakan subtitle bahasa Inggris secara penuh. Jika ada kata yang belum saya pahami, saya menghentikan drama terlebih dahulu, mencari artinya, lalu memahami maksud kalimat pada subtitle.
5.	Apa tujuan Anda menonton drama Korea dengan menggunakan subtitle bahasa Inggris?	Tujuan saya adalah untuk mengasah dan melatih kemampuan bahasa Inggris serta menambah kosakata baru yang belum pernah saya temui sebelumnya.
6.	Hal-hal apa saja yang biasanya Anda perhatikan atau pelajari dari subtitle bahasa Inggris?	Saya memperhatikan penggunaan kata-kata baru, tata bahasa, dan ejaan.
7.	Apakah Anda pernah meniru atau mengulangi dialog dalam drama Korea untuk melatih kemampuan bahasa Inggris Anda?	Pernah. Pertama, saya mencari artinya dalam bahasa Indonesia, kemudian saya mencari tahu cara membacanya.

8.	Apakah Anda pernah mengingat, mencatat, atau menyimpan kosakata maupun ungkapan baru yang Anda temukan dari subtitle bahasa Inggris?	Iya, terkadang.
9.	Menurut Anda, apakah menonton drama Korea dengan subtitle bahasa Inggris membantu proses pembelajaran bahasa Inggris Anda?	Iya, cukup membantu karena saya dapat menambah kosakata baru dan lebih memahami makna sebuah kalimat dalam bahasa Inggris.
10.	Apakah Anda pernah menggunakan kosakata atau ungkapan bahasa Inggris yang diperoleh dari drama Korea dalam komunikasi sehari-hari?	Iya, pernah.
11.	Dalam situasi seperti apa Anda biasanya menggunakan bahasa Inggris?	Terkadang dalam komunikasi sehari-hari dengan teman, saya menggunakan bahasa Inggris yang bercampur dengan bahasa Indonesia.

12.	Apakah terdapat kosakata, frasa, atau ungkapan bahasa Inggris dari drama Korea yang menurut Anda sangat membantu dalam berkomunikasi menggunakan bahasa Inggris?	Iya, ada.
13.	Apakah Anda pernah mengalami kesulitan saat menonton drama Korea dengan subtitle bahasa Inggris?	Pernah. Kesulitannya ketika drama Korea memiliki tema yang cukup berat dan terdapat banyak kosakata baru yang asing dalam percakapan yang berlangsung cepat.

Appendix III Interview Documentation



Appendix IV Curriculum Vitae

CURICULUM VITAE



Name : Septiyanisa Sekar Nawangwulan
Place, Date of Birth : Jakarta, 21 September 2004
Gender : Female
Religion : Islam
Faculty : Faculty of Education and Teacher Training
Department : English Education
University : UIN Maulana Malik Ibrahim Malang
Email : sekarseptiyanisa@gmail.com
Phone Number : 081333279133
Educational Background : SDN Sumbersari III Malang (2010-2016)
MTs. Sunan Kalijaga Kediri (2016-2019)
SMA Asy-Syadzili Malang (2019-2022)
UIN Maulana Malik Ibrahim Malang

Malang, 19 June 2026

The Researcher,

Septiyanisa Sekar Nawangwulan

NIM. 220107110055