Students’ Perception of the Use of Watching Korean Dramas with English Subtitles for Vocabulary Learning

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Abstract: Learning vocabulary can be accomplished not only by watching English movies, but also by watching Korean dramas. This research aimed to explore students’ perceptions of the use of watching Korean dramas with English subtitles for vocabulary learning. Learning vocabulary can be accomplished enjoyably by watching Korean dramas with English subtitles. The students freely chose the Korean dramas they wanted to watch and learned new words through them. The participants were the eleventh-grade science students. Before collecting the data, the students were assigned to watch Korean dramas for two weeks as an independent study. The data were obtained from an online questionnaire that was distributed through a WhatsApp group. This showed that the majority of students had a positive perception of watching Korean dramas with English subtitles. They felt improvement in vocabulary mastery, including recognizing spelling and word usage. Students agreed that learning vocabulary by watching Korean Dramas with English subtitles was fun and motivated them to learn English vocabulary.

Keywords: Korean Dramas; English subtitles; Vocabulary, Multimedia, Watching movies.

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INTRODUCTION
Vocabulary is a crucial language component that foreign language students need to learn to master English. To become fluent in a foreign language, students must acquire thousands of words in the language (Sudarmaji & Yusuf, 2021). In other words, students will understand what they hear or read better if they have sufficient vocabulary. In addition, it might be easier for the students to master other language skills such as reading, writing, listening, and speaking if they have sufficient vocabulary (Taratika, 2021). Thus, learning new words is indeed necessary for English learners. Vocabulary learning is, however, often perceived as a difficult activity for many students. They struggle to recall new words and use them in daily communication (Fatimah et al, 2018; Fatimah & Masduqi, 2021, 2023; Khadijah & Rezeki, 2023). Using a variety of learning resources that can make vocabulary learning more enjoyable is, therefore, needed.

As a result of technological advances, students can utilize various learning resources to expand their English vocabulary. Music, video clips, games, videos, and magazines can be used as learning media, or students can create their media to their interests. A medium that students can utilize to learn English vocabulary is video. Sharjeel and Dadabhoy (2013) state that using color and music in a video can attract and keep the students’ attention. Sari
argues that students learn life’s values through the behavior and actions portrayed in the movie, alongside seeing entertaining images. In addition, by watching English movies, students can pick up new vocabulary, perfect their pronunciation, stay motivated to learn English, and enhance their listening comprehension (Sari & Sugandi, 2015).

Generally, subtitles are used to understand the movie’s content better. Subtitles are texts presented in a video, typically as translating words spoken into another language. Subtitle allows people unfamiliar with the video’s original language to comprehend what is going on in the video. Napikul (2018) states that having subtitles in English helps students to learn new words, differentiate between known and unknown words, recall some difficult words, and predict the meaning of words by watching characters’ body language and gestures, all of which contribute to reading skills improvement. According to Bellalem (2018), watching movies with subtitles is a great way to pick up unfamiliar words. According to a few studies, watching movies with English subtitles can effectively enrich vocabulary. A study by Gifari (2023) shows that learning vocabulary by using English subtitles in movies is effective and motivating. A study by Khadawardi (2022) also shows positive results that watching movie clips with subtitles has an effective learning result and a positive impact on student’s motivation to learn English vocabulary. Another study done by Priska et al. (2022) shows that learning vocabulary from subtitled movies is enjoyable and increases students’ motivation to learn English.

There are numerous movies with English subtitles that students can watch, and they can acquire vocabulary from them as well. The movies are varied, not only Hollywood and European movies but also South Korean movies and dramas that many people now enjoy. The popularity of Korean movies and dramas is due to the growth of the Hallyu wave (Korean wave) that has begun to spread internationally (Novianti, 2018). 2002’s Endless Love drama marked the beginning of the Korean Wave’s growth in Indonesia (Putri et al., 2019). It was aired on Indosiar and got a perfect 10 rating. Since then, many Korean dramas have been shown on TV channels in Indonesia. The Full House drama got the highest rating of all K-dramas broadcast on Indosiar, close to 40% of the time aired in 2005 (Chung, 2011). In Indonesia, Korean dramas are popular among teenagers and adults. For some reason, they prefer K-dramas over other kinds of drama (Mahmud & Tryana, 2020). The first is that K-Dramas usually have a shorter duration (10-30 episodes), with the stories being less complex and the main focus on a single issue. Second, K-Drama tells romantic stories that are more acceptable in Indonesian society because they avoid eroticism but instead rely on body language and dialogue (Ani, 2017). The final reason is that K-Drama displays their beauty and culture, such as their food, cuisine, fashion, and social life. It captivates the interest of Indonesian viewers and encourages them to learn more.

Monthly, South Korean television stations always broadcast the most recent Korean dramas. Indonesian viewers on selected private television stations can watch the dramas. Occasionally, nevertheless, the dramas have already been dubbed into Indonesian, which does not provide the Korean language; consequently, viewers cannot hear the actors’ voices (Rahmawati & Fajariyah, 2013). On top of that, the dramas are not updated as frequently as in their origin country. That is why some fans of K-Dramas only watch the shows on pay TV or streaming sites. To catch up on the latest K-Drama releases, fans often head to sites like www.koreandrama.org and www.dramacrazy.net. When watching dramas online, viewers can hear the actors’ voices. Subtitles in several languages, including English, are also available. Thus, Korean drama provides Indonesian audiences with Korean and English language packages.
Watching Korean dramas with English subtitles effectively enriches one's vocabulary, just like watching English movies. According to research by Mahmud and Tryana (2020), Korean dramas can be an excellent resource for students interested in improving their vocabularies. It encourages students to acquire a deeper understanding of storylines and new vocabulary, in which they compare a clear image of the artist's body gestures to amplify the meaning of the words. When the definitions of the words are successfully processed, a strong memory connection will be formed between the new words and their meanings, which is characteristic of vocabulary enrichment. They also mention that watching K-dramas with English subtitles allows students to concentrate more on spelling the vocabulary. It also increases students' motivation to master vocabulary because it is enjoyable. A study by Rinekso et al. (2021) has proven that watching Korean dramas with English subtitles enhances students' vocabulary knowledge. It allows learners to discover new words, is a fun activity, and makes students believe that their vocabulary can be improved and that watching K-dramas with English subtitles is an alternative way to enrich vocabulary. A study by Rahmawati and Fajariah shows that watching Korean dramas with English subtitles is beneficial for learners as they read new words and find out the meaning through context, recalling some words they previously learned to understand the story, and give them a chance to get new words and use them in their practice.

A study by Výmolová (2018) shows that students' vocabulary improves after using English subtitles on Korean dramas to learn English. They feel encouraged to look up the meaning of words in the dictionary. The results of this study also suggest that this learning strategy may be applied as homework assignments in English language classrooms to advance learners' numbers vocabulary and to encourage them to learn from the series on their own. As a consequence, vocabulary development would be continuous. A study by Alejado et al. (2023) has also proven the advantages of watching Korean dramas with English subtitles for vocabulary improvement. The benefits are visible, considering how occasionally pausing a Korean drama can assist with comprehension, reading comprehension, improvement in vocabulary, listening comprehension, and motivation for learning English. Another study done by HIIC shows that learning English by watching Korean dramas allows learners to enrich their vocabulary as they become accustomed to English words shown on the subtitles.

Compared to the previous studies, the present research was conducted involving different subjects as it is rarely done in a high school setting. The research also explored the benefits of vocabulary improvement based on three aspects of vocabulary and the students' learning strategy. This study investigated how students at SMAN 5 Padang perceived the use of Korean dramas with English subtitles as a way to improve their vocabulary. The study was, therefore, aimed to address the two questions. The first question is about students' perception of the benefits of watching Korean dramas with English subtitles for vocabulary learning, and the second question is about students' perception of watching Korean dramas with English subtitles for vocabulary learning.

METHOD
This study was quantitative in nature and used a survey as the research design. A quantitative research method works on “quantifying and analyzing variables in order to get results” and involves “the utilization and analysis of numerical data” (Apuke, 2017, p.41). The questionnaire measures senior high school students' perceptions and attitudes toward learning English vocabulary by watching Korean dramas with English subtitles. Before
collecting the data, the students were assigned to do the following activities as shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students watched their favorite Korean dramas that were suitable for their age on any video site for two weeks.</td>
</tr>
<tr>
<td>2</td>
<td>The students activated English subtitles when watching the dramas.</td>
</tr>
<tr>
<td>3</td>
<td>The students were advised to take notes of the new English words they found and look up the meanings in Indonesian.</td>
</tr>
<tr>
<td>4</td>
<td>The students practiced using the new words they found for a week.</td>
</tr>
</tbody>
</table>

Figure 1 is an example of student's notes on the new words they found from a Korean drama entitled 'Welcome to Wakiki.'

Participants of the Study
The participants of the study were 11th-grade students of Science 1 of SMAN 5 Padang consisting of 36 students.

Research Setting
The research was conducted online through a WhatsApp group that contained the researcher, the teacher, and the participants. The study took time for about three weeks.
Students were assigned to watch Korean dramas with English subtitles and wrote the new words they found in their notebooks. The activity was done in two weeks. After that, in the last week, the google forms were distributed to know about students' perception of learning vocabulary by watching Korean dramas.

Research Instrument
An online questionnaire in the form of Google Forms was used as the research instrument. The questionnaire was written in two languages, Indonesian and English so that the students could comprehend it and provide accurate responses. The questionnaire was adapted from Rinekso et al. (2021) and Mahmud & Tryana (2020). The questionnaire consisted of 18 statements and had three sections: Section I, Section A, and Section B. Section I contained information about the participants regarding their names and classes. Section A had information about students' perception of the benefits of watching Korean Dramas with English subtitles for learning vocabulary based on three aspects, namely literal meaning, spelling, and word usage, and also the impact on their motivation to learn vocabulary, which was written in questions 1-10. Section B, registered in questions 11-18, was about students' perception of their experiences in using Korean dramas with English subtitles to learn vocabulary regarding their learning strategy and enjoyment. The questionnaire items were closed items with four choices to choose from. The Likert scale was used to decide whether statements were strongly agree, agree, disagree, or strongly disagree. Four Likert scales existed, 4, 3, 2, and 1. Scales 4 and 3 indicated a positive view (strongly agree and agree) with the statement. Scales 2 and 1 showed a negative perception of the statement (disagree or strongly disagree).

Before distributing the questionnaire to the students, the expert verified the accuracy of the questionnaire. The questionnaire was then distributed to a limited sample of students to assess its validity. Ten people from different classes tried out the questionnaire to determine whether the questions were clear, easy to understand, and included all the necessary aspects for this study. The samples were asked for feedback. They stated that the questionnaire was precise and that the statements were easily understood. The questionnaire took about 5-7 minutes to complete.

Data Collection
Once the questionnaire was appropriate, it was distributed to 36 students. The Google Forms were distributed to the students via WhatsApp group. Students were instructed to individually complete the questionnaire to make their own decisions without other influence.

Data Analysis
Data obtained from online questionnaires were calculated as percentages using Google Forms. The data fell into two categories positive and negative perceptions. If the student agreed with the questionnaire's statements, it would be a positive category. On the other hand, if the student disagreed with the questionnaire, it would be in the negative category. Four Likert scales existed, 4, 3, 2, and 1. Scales 4 and 3 indicated a positive view (strongly agree and agree) with the statement. Scales 2 and 1 showed a negative perception of the statement (disagree or strongly disagree). The percentage of each item collected based on the section was then summarized and described as the participant's positive or negative perception of the questionnaire description. The results were interpreted by providing appropriate theories and findings from previous studies.
RESULTS
Students’ Perception of the Benefits of Using Korean Dramas with English Subtitles for Vocabulary Learning

The percentage of the students' responses is shown in Table 2. Most of the students agreed (each statement got >51%) that using English subtitles when watching Korean dramas is beneficial for improving their vocabulary because they felt it could help them memorize new words, understand the spelling, and word usage. For statement number 1, all students agreed (80.6% agreed and 14.4% strongly agreed) that watching Korean dramas with English subtitles helped them learn many words. In the second statement, 83.3% of the students agreed that they could understand the dialogue in Korean dramas with English subtitles. In the third statement, 83.3% of the students agreed that watching Korean dramas with English subtitles helped them to memorize new words. When they found new words from the English subtitles, they looked up definitions in dictionaries, understood the terms in context, and memorized them. 61.1% of the students agreed with statement number 4. Watching Korean dramas with English subtitles encouraged them to look for the definitions of new words.

In questionnaire item number five, 66.7% of the students strongly agreed that watching Korean dramas with English subtitles helped them to spell the words. 75% of the students agreed that using English subtitles in Korean dramas helped them to differentiate between words, for example, though and thought. In questionnaire item 7, 83.3% of the students agreed that watching Korean dramas with English subtitles helped them learn how words are used in sentences. This indicated that students could discover how the words they just found are used in various sentences thanks to the presence of English subtitles. They also agreed that watching Korean dramas with English subtitles helped them to learn how a word is used to express a variety of functions, for example, apologies and invitations. It was shown in statement number 8 that 80.6% of the students agreed with the statement. The same word might appear repeatedly but in a different function. Using English subtitles, students could learn how the words they found are used in various functions. The same percentage of the students (80.6%) also agreed with statement number 9. The students felt that watching Korean dramas with English subtitles could teach them how the new word they found is used in conversation. The last statement shows that 63.9% of the students felt motivated to learn English, especially vocabulary, because of watching Korean Dramas with English subtitles.

Table 2. The Benefits of Watching Korean Dramas with English Subtitles for Vocabulary Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Statements</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can learn many new English words by watching Korean Dramas with English subtitles.</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>29 (80.6%)</td>
<td>7 (14.4%)</td>
</tr>
<tr>
<td>2</td>
<td>I can understand the dialogue in Korean Dramas with English subtitles.</td>
<td>1 (2.8%)</td>
<td>4 (11.1%)</td>
<td>30 (83.3%)</td>
<td>1 (2.8%)</td>
</tr>
<tr>
<td>3</td>
<td>I can memorize many new English words by watching Korean Dramas with English subtitles.</td>
<td>2 (5.6%)</td>
<td>2 (5.6%)</td>
<td>30 (83.3%)</td>
<td>2 (5.6%)</td>
</tr>
</tbody>
</table>
Students’ Perception of Watching Korean Dramas with English Subtitles for Vocabulary Learning

The percentage of the students’ responses is shown in Table 3. Table 3 showed that most students had positive attitudes toward watching Korean dramas with English subtitles, as each statement had a percentage of agreement >51%. Statement number 11 got 77.8% of agreement. Most students agreed that they enriched their vocabulary by watching Korean dramas with English subtitles. However, 16.7% of the students disagreed with the statement. It indicated that apart from being assigned by their English teacher, some students rarely or did not learn vocabulary by watching Korean dramas with English subtitles. Regarding how they learn vocabulary, 66.7% of the students agreed with statement number 12. The students made a list of the new words they found from watching Korean Dramas with English subtitles.

Table 3

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreement</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching Korean dramas with English subtitles makes me want to know the meaning of the new English words I find in the drama.</td>
<td>0 (0%)</td>
<td>1 (2.8%)</td>
<td>22 (61.1%)</td>
</tr>
<tr>
<td>Watching Korean Dramas with English subtitles helps me to spell an English word correctly.</td>
<td>1 (2.8%)</td>
<td>3 (8.3%)</td>
<td>8 (22.2%)</td>
</tr>
<tr>
<td>Watching Korean Dramas with English subtitles helps me to differentiate between English words, for example, “though” and “thought”.</td>
<td>1 (2.8%)</td>
<td>8 (22.2%)</td>
<td>27 (75%)</td>
</tr>
<tr>
<td>By watching Korean Dramas with English subtitles, I can understand how the new English word I find is used in a sentence.</td>
<td>1 (2.8%)</td>
<td>1 (2.8%)</td>
<td>30 (83.3%)</td>
</tr>
<tr>
<td>By watching Korean Dramas with English subtitles, I can understand how the new English word I find is used to express various functions (e.g., apologies, invitation).</td>
<td>0 (0%)</td>
<td>5 (13.9%)</td>
<td>29 (80.6%)</td>
</tr>
<tr>
<td>By watching Korean Dramas with English subtitles, I can understand how the new English word I find is used in an English conversation.</td>
<td>0 (0%)</td>
<td>2 (5.6%)</td>
<td>29 (80.6%)</td>
</tr>
<tr>
<td>Watching Korean Dramas with English subtitles motivates me to learn English, especially vocabulary.</td>
<td>1 (2.8%)</td>
<td>4 (11.1%)</td>
<td>23 (63.9%)</td>
</tr>
</tbody>
</table>
Korean Dramas with English subtitles in their notebooks. In the following statement, 86.1% of the students agreed that they usually looked up to the meaning of new words and learned how to pronounce them when watching Korean dramas with English subtitles. This activity is beneficial for the students to understand what is being talked about in the drama. In terms of learning vocabulary, it provides students to add their vocabulary mastery. 69.4% of the students agreed that they usually used the new words they found from watching Korean dramas with English subtitles in English conversation. Practicing new words in daily conversations helps students get used to the words and makes it easier for them to remember the new words, which leads to vocabulary improvement. However, compared to other questionnaire items, the number of students who disagreed with this statement is relatively high. 19.4% of the students did not practice the new words they found when communicating with English. It might happen because they did not take notes of unfamiliar words, which caused them to forget the words quickly. In the next questionnaire item, 63.9% of the students agreed that various genres, amazing actors and actresses, interesting storylines, and beautiful settings and editing are why they watched Korean dramas. Furthermore, 80.6% of the students enjoyed their learning activity by watching Korean dramas with English subtitles, as they agreed with statement number 16. In the following statement, 75% of the students agreed that learning vocabulary by watching Korean Dramas with English subtitles was fun. Thanks to the advantages of watching Korean dramas with English subtitles explained in the previous section and some factors mentioned in statement number 15. The last statement concerned students’ perception of watching Korean dramas with English subtitles as media for teaching vocabulary. 91.6% of the students (69.4% agreed and 22.2% strongly agreed) had a positive opinion about the statement. With its benefits, which could help students enrich vocabulary in a fun way without pressure, it is reasonable to use it as a learning media for teaching vocabulary.

Table 3. Students’ Perception of Watching Korean Dramas with English Subtitles for Vocabulary Learning

<table>
<thead>
<tr>
<th>Items</th>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>I usually enrich my vocabulary by watching Korean Dramas with English subtitles.</td>
<td>1 (2.8%)</td>
<td>6 (16.7%)</td>
<td>28 (77.8%)</td>
<td>1 (2.8%)</td>
</tr>
<tr>
<td>12</td>
<td>I like to make a list of the new English words that I find from watching Korean Dramas with English subtitles in my notebook.</td>
<td>0 (0%)</td>
<td>9 (25%)</td>
<td>24 (66.7%)</td>
<td>3 (8.3%)</td>
</tr>
<tr>
<td>13</td>
<td>I usually look up the meaning of new English words and get to know how to pronounce them right away while watching Korean Dramas with English subtitles.</td>
<td>0 (0%)</td>
<td>2 (5.6%)</td>
<td>31 (86.1%)</td>
<td>3 (8.3%)</td>
</tr>
</tbody>
</table>
I like to use the new English words I find from watching Korean dramas with English subtitles in English conversation.  

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>I like to use the new English words I find from watching Korean dramas with English subtitles in English conversation.</td>
<td>0 (0%)</td>
<td>7 (19.4%)</td>
<td>25 (69.4%)</td>
<td>4 (11.1%)</td>
</tr>
<tr>
<td>15</td>
<td>I like watching Korean Dramas because it comes in various genres, amazing actors and actresses, interesting storyline, and beautiful setting and editing.</td>
<td>3 (8.3%)</td>
<td>5 (13.9%)</td>
<td>23 (63.9%)</td>
<td>5 (13.9%)</td>
</tr>
<tr>
<td>16</td>
<td>I enjoy learning vocabulary by watching Korean Dramas with English subtitles.</td>
<td>1 (2.8%)</td>
<td>4 (11.1%)</td>
<td>29 (80.6%)</td>
<td>2 (5.6%)</td>
</tr>
<tr>
<td>17</td>
<td>Learning vocabulary by watching Korean Dramas with English subtitles is fun.</td>
<td>3 (8.3%)</td>
<td>3 (8.3%)</td>
<td>27 (75%)</td>
<td>3 (8.3%)</td>
</tr>
<tr>
<td>18</td>
<td>Watching Korean Dramas with English subtitles can be a useful medium for teaching vocabulary.</td>
<td>0 (0%)</td>
<td>3 (8.3%)</td>
<td>25 (69.4%)</td>
<td>8 (22.2%)</td>
</tr>
</tbody>
</table>

DISCUSSION

Students' Perception of the Benefits of Using Korean Dramas with English Subtitles for Vocabulary Learning

Most of the students had a positive perception of the benefits of using Korean dramas with English subtitles for vocabulary learning. The students agreed that it helped them to memorize new words, understand the spelling, and word usage. It followed the result of previous research by Rinekso et al. (2021) that using English subtitles when watching Korean dramas allows students to discover new words. The students agreed that they could understand the dialogue in Korean dramas with English subtitles. It was in line with Liando et al. (2018), which state how subtitles can assist learners in understanding the content of the conversation. Students agreed that watching Korean dramas with English subtitles helped them to memorize new words. When they found new words from the English subtitles, they looked up definitions in dictionaries, understood the terms in context, and memorized them. Therefore, enriching vocabulary by watching movies with English subtitles is believed to help learners remember and recall vocabulary better (Aidinlou & Moradinejad, 2016).

Most of the students agreed with statement number 4 that watching Korean dramas with English subtitles makes them want to know the meaning of the new English words they find in the drama. The result is in line with the previous study done by HIIC that to understand the context of the drama they watch, the students are motivated to know the meaning of new words appearing on the subtitles. Most of the students felt that watching Korean dramas with English subtitles helped them to spell the words. The result was in line with the study by Gorjian (2014), humans can remember 10% of what they hear, 20% of what they visually observe, and 80% of what they perceive and engage with. He states that when watching a movie with subtitles, students are not just watching and listening but also interacting with it as they transform the original text into the target language. He states that
watching movies with English subtitles will cause students to focus more on understanding the actress's body language and gestures and less on the audio input. As a result, the students pay closer attention to subtitles in English. It encourages students to concentrate more on the spelling of the words. It leads the students to know how to spell a word correctly and differentiate between words, even for the words that almost have similar spelling. It was in line with the questionnaire item number 6 that which most of the students agreed that using English subtitles in Korean dramas helped them to differentiate between words, for example, though and thought.

The majority of the students agreed that using English subtitles when watching Korean dramas helped them learn how words are used in sentences. This indicated that students could discover how the words they just found are used in various sentences thanks to the presence of English subtitles. They also agreed that watching Korean dramas with English subtitles helped them to learn how a word is used to express a variety of functions, for example, apologies and invitations. The result was in line with the study by Výmolová (2018) that the students can understand how a word is used in a variety of contexts and functions thanks to the presence of English subtitles in Korean dramas they watch. The same word might appear repeatedly but in a different function. Using English subtitles, students could learn how the words they found are used in various functions. The majority of the students felt that watching Korean dramas with English subtitles could teach them how the new word they found is used in conversation.

The last statement in the section showed that the majority of the students felt motivated to learn English, especially vocabulary, because of watching Korean Dramas with English subtitles. Positive results are also shown in the studies by Mahmud & Tryana (2017), with 90% of agreement, and Výmolová (2018), with 77% of agreement. The enjoyment that comes from watching an interesting drama makes students motivated to continue watching it. Watching Korean dramas with English subtitles could improve their vocabulary mastery as well. Thus, for the students, the goal of watching Korean dramas is not only to know the story's ending but also to find many new words, which leads to vocabulary learning (Rinekso et al., 2021). Therefore, it is understandable that watching Korean dramas with English subtitles motivated students to learn vocabulary.

Students' Perception of Watching Korean Dramas with English Subtitles for Vocabulary Learning

From the result, it is known that most of the students enriched their vocabulary by watching Korean dramas with English subtitles. When learning vocabulary by watching Korean dramas with English subtitles, the students made a list of the new words they found from watching Korean Dramas with English subtitles in their notebooks. Taking notes of unfamiliar words and their meanings is an effective way to learn vocabulary. The result was in line with the study by Tiabarte, Sutapa, and Rosnija (2020) that taking notes of unfamiliar words and their meanings contributes to the improvement of vocabulary as students can remember words longer. Webb and Piasecki (2018) and Candry et al. (2017) state that word writing contributes to foreign learners' vocabulary learning. By writing new vocabulary along with their definitions in a notebook, students can find the spelling of the words and make it easier for them to remember words (Gharravi, 2018). Also, taking notes allows students to review words that lead to learning (Siegel, 2020).

The majority of the students agreed that they usually looked up to the meaning of new words and learned how to pronounce them when watching Korean dramas with English subtitles. This activity is beneficial for the students to understand what is being
talked about in the drama. In terms of learning vocabulary, it provides students to add their vocabulary mastery. The result was in line with the study by HHIC that shows that when watching Korean dramas with English subtitles, the learners like to visit an online dictionary or Google translate to know the meaning of unfamiliar words and write them down in their notebooks. The majority of the students agreed that they usually used the new words they found from watching Korean dramas with English subtitles in English conversation. Practicing new words in daily conversations helps students get used to the words and makes it easier for them to remember the new words, which leads to vocabulary improvement. It was in line with a study by Rahmawati and Fajariyah that the learners like to practice new words they find from the dramas so it is easier for them to remember the new vocabulary. Taratika (2021) states that repetition and practice are effective ways to improve students’ memorization in learning vocabulary.

Most of the students agreed that various genres, amazing actors and actresses, interesting storylines, and beautiful settings and editing are why they watched Korean dramas. It was in line with the study by Rinekso et al. (2020) that the editing, setting, and creative storyline make Korean dramas not monotonous. It arouses students' curiosity about the plot, increasing their interest in watching Korean dramas. On the other hand, Mahdiloo & Izadapanah (2017) state that watching humorous movie scenes promotes a beneficial result for students in learning vocabulary. Funny scenes and jokes in Korean dramas attract students' interest to watch the drama and learn as much vocabulary as they want by activating English subtitles. Furthermore, the majority of the students enjoyed their learning activity by watching Korean dramas with English subtitles, as they agreed with statement number 16. A previous study also shows that 96% of the respondents enjoy learning vocabulary by watching Korean dramas with English subtitles (Mahmud & Tryana, 2020). This pleasure and enjoyment happened because of some factors mentioned in the previous statement.

In the following statement, most of the students agreed that learning vocabulary by watching Korean Dramas with English subtitles was fun. Thanks to the advantages of watching Korean dramas with English subtitles explained in the previous section and some factors mentioned in statement number 15. The last statement concerned students' perception of watching Korean dramas with English subtitles as media for teaching vocabulary. The majority of the students agreed with the statement. With its benefits, which could help students enrich vocabulary in a fun way without pressure, it is reasonable to use it as a learning media for teaching vocabulary. Rinekso et al. (2021) state that learning vocabulary using something students favor is very stimulating. For today's generation, using audio-visual tools allows a contribution to the learning process (Frumuselu et al., 2015). Related to that theory, using creative teaching tools for vocabulary learning is necessary. In this study, watching Korean dramas with English subtitles is possible.

Overall, watching Korean dramas with English subtitles is beneficial to improve students' vocabulary which helps them to know the meaning of the words, the spelling, and the usage in an expression, sentence, and conversation. Also, the learning activity can be done in a fun way because Korean dramas are entertaining which leads to the raising of students’ motivation to learn English vocabulary.

CONCLUSION
The students had positive attitudes toward watching Korean Dramas with English subtitles to improve their vocabulary. The students felt it helped them to memorize and learn words easily and therefore, contributed to understanding the spelling and word usage.
Furthermore, the findings of the second section of the questionnaire show that the students frequently used the following strategy to learn vocabulary; making a list of the new words and definitions and using them when communicating in English. Thus, it made them get used to the words and allowed them to remember new English words easily. The students enjoyed learning English vocabulary by watching Korean dramas with English subtitles as the dramas are interesting with various genres and fascinating storylines so that the students did not feel bored when watching them. In other words, they learn English vocabulary in a fun way. Watching Korean dramas with English subtitles positively affected students’ motivation to learn English vocabulary. The students also felt that watching Korean dramas with English subtitles could be a useful medium for teaching vocabulary.

With the easy access and significant effect on the student’s vocabulary, implementing Korean dramas with English subtitles in the classroom is recommended, apart from using it for independent study activities outside the classroom. It is expected that this study will be useful for English teachers as a consideration in determining an appropriate vocabulary learning medium for their students. As this study only gathered students’ opinions through a questionnaire, it is recommended that future researchers use additional research instruments, such as documentation and interviews, for more in-depth perspectives from English students.

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