

The Korean Pop Variety Show Effect: English as a Foreign Language Learners' Perception of Using Going Seventeen English Subtitles for Vocabulary Learning

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A B S T R A C T

K-Pop variety shows have gained global popularity through the use of English subtitles, enabling them to reach a broader international audience. Some English as a Foreign Language (EFL) learners utilize these shows to enhance their English skills by watching popular K-Pop variety programs such as Going Seventeen. This study investigates EFL students' perceptions of using English subtitles in Going Seventeen for vocabulary acquisition. The participants were Indonesian students who are fans of Seventeen (Carats) and regularly watch Going Seventeen with English subtitles. Data were collected through an online questionnaire focusing on perceived benefits, real-life effects, and challenges. The findings indicate that most participants perceived the use of English subtitles positively, with all questionnaire items receiving responses above 40%. The results suggest that English subtitles in Going Seventeen facilitate vocabulary learning by making content easier to understand, enjoyable, and motivating. Nevertheless, some participants reported difficulties in maintaining focus on subtitles while learning vocabulary. Overall, the study highlights the potential of K-Pop variety shows as an effective and engaging resource for vocabulary learning.

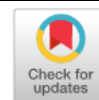
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INTRODUCTION

Vocabulary has long been recognized as a crucial step in language acquisition and communicative proficiency in foreign language learning. Vocabulary is essential to language because every language needs vocabulary. A strong vocabulary is critical not only for acquiring literacy but also for effective communication and exposure to complex academic materials. According to (Brown, 2010) there are vital components for effective vocabulary acquisition related to understanding a word's explanation, its usage in context, and associations. Nevertheless, among English as a foreign language (EFL) students, deficient vocabulary knowledge remains a compelling challenge (Ayana et al., 2024).

Over the past twenty years, learning strategies have been applied, and some previous research has shown that increasingly rapid advances in the field of second language learning strategies. Additionally, that language learning strategies as specific actions that held by learners use to make them easier, faster, transferable, and effective for them to be self-directed in new situations (Barjesteh, 2014). According to (Schmitt, 1997) mentioned strategies are divided into discovery and consolidation for vocabulary learning strategies that use cognitive and compensation methods. Using various types of strategies for learning resources can make expanding vocabulary more enjoyable. According to (Zhang & Zou, 2021), technology can increase the flexibility in learning and enhance learners' language acquisition. In addition, (Nisvi et al., 2025) conclude that the use of technology in learning for EFL can motivate them, especially through social media. According to (Montero Perez et al., 2018) highlight that EFL students frequently use videos with subtitles and engaging visuals for their independent learning, especially for vocabulary skills. Learning vocabulary using English language

subtitles through video, as (Schmitt, 1997) said a part of a discovery strategy and is supported with cognitive and compensation methods.

Several previous studies have specifically examined the use of subtitled videos in EFL learning contexts. (Manurung et al., 2024) investigated the effect of video subtitles on EFL students' listening comprehension and found that English subtitles significantly supported learners in understanding spoken input by connecting audio and written forms. This finding suggests that subtitles not only enhance listening skills but also facilitate vocabulary recognition and acquisition. In addition, entertainment media distributed through digital platforms have gained increasing attention in language education. (Jannah et al., 2025) reported that the use of YouTube videos was effective in improving English students' listening skills, as learners were exposed to authentic language use, pronunciation, and contextual vocabulary. These findings indicate that entertainment-based media such as films, television shows, and YouTube content can serve as effective and engaging learning resources for EFL learners.

Practically, subtitles are used to understand the content of the video better. It is shown in the video of text that, generally, when translating words spoken into another language. According to (Napikul et al., 2018) highlight that practicing with English subtitles can assist students to learn new words, characterized between known and unknown words, reminiscence some difficult words, and then conclude the meaning of the words by watching the character's gestures. To prevent, EFL students can learning vocabulary without their notice. There are several varieties of audiovisual content, like movies, music video clips, and vlogs. Some of them also provide English subtitles, not only for Hollywood, some from Japan, China, and Korea, which also provide English subtitles that learners can watch and acquire vocabulary from the audiovisual content as well. The importance of using English subtitles in visual content or video, scaffolding for vocabulary learning, and a practical application emerges in the use of popular K-Pop variety shows.

One of the idol K-Pop variety shows is Going Seventeen from the idol named Seventeen, a South Korean variety show that has existed since 2017 on YouTube also applies an English subtitle in its videos. Originally, this program only showed vlogs and behind the scenes footage of Seventeen members' daily activities in the music industry. In 2019, the concept of Going Seventeen transformed into a variety show of idol groups' activities, which offers engaging content, fast-paced episodes filled with dialogue, and cultural references.

A previous study by (Masduqi & Khairunnisa, 2024) shows that using Korean drama with English subtitles helped learners to memorize new words, understanding their spelling, and word usage. Most of the learners felt motivated to learn English, because of watching Korean Dramas with English subtitles, especially in learning vocabulary. The result of this study learning from Korean drama has the advantage that it is fun. The researcher also highlights that learners made a list of the new words in their notebooks and searched them in the dictionary. (Jian et al., 2025) conclude that learning using social media can increase learners' vocabulary acquisition and motivation. In addition, digital platforms not only significantly enriched learners' vocabulary but also fostered a more engaging and dynamic learning environment. From (Alejado et al., 2023) stated that pausing the Korean drama can strengthen their understanding, enhance their reading skills, expand their vocabulary, acquire understanding with listening awareness, and become more motivated to comprehend English. Learners discovered new English words while watching Korean dramas, which encouraged them to comprehend the movie with the help of English subtitles.

In this study, the researcher will show the use of K-Pop variety show 'Going Seventeen' as a multimodal tool for increasing vocabulary acquisition with English subtitles for EFL learners. According to (Ayu & Tri, 2022), Fans frequently check their idols' progress online by collecting their official merchandise and their new album of music, streaming their music videos, songs, concerts, and variety shows featuring their idols. One of the blog websites in Indonesia, WowKeren, in 2019 survey comparing the popularity of K-Pop videos, such as variety shows and talk shows on social media, Indonesia came in second with 9.9% of the

audience, which showed from one of the YouTube channels from Seventeen reach until 16.3M subscribers. Engaging video content like 'Going Seventeen' from K-Pop Idol Seventeen with English subtitles can increase learners' incidental vocabulary acquisition. According to (Talib et al., 2024) concludes that learners feel that their vocabulary expands over time as they watch Korean variety shows. Furthermore, learners still have difficulties and need extra effort while watching Korean variety shows to increase their vocabulary. The importance is that without basic lexical knowledge, learners more often find it difficult to express ideas, understand the text, and engage in meaningful conversation.

It was in line with studies from (Khadawardi, 2022; Lestari, 2021; Oktapiani et al., 2024) suggest that English-subtitled video-based learning media have the same effect on expanding learners' vocabulary. Additionally, (Oktapiani et al., 2024) mentioned that using subtitled audiovisual can help learners to increase their vocabulary and language structures subconsciously. English Subtitles help them understand what they are watching, especially for other languages, especially Korean. However, this does not present the specific name of the video or relate to what Korean culture, such as drama, film, and variety shows that affects learners. In accordance with the study, the researchers selected the quantitative method to know learners' perception specifically for the Korean Variety Show 'Going Seventeen' using English subtitles. Therefore, vocabulary is the crucial in the English learning process, especially in the part of their linguistic development. This study analyzes how the Korean Variety show Going Seventeen can increase EFL vocabulary, such as the benefits, challenges, and effects on their real lives, especially in learning English. The outcomes of this study are to explore how students who watch the Korean variety show Going Seventeen with English subtitles perceive their impact on expanding vocabulary. To fulfill these objectives, the study will explore the following research questions:

What benefits do learners perceive from using English subtitle in Going Seventeen video for vocabulary learning?

How do learners perceive the real-life effects of using Going Seventeen with English subtitle on their vocabulary learning?

What challenges do learners face when using English subtitle in Going Seventeen video for vocabulary learning?

METHOD

Research design

The study uses a quantitative research approach, to know learner general perception of point of view, the study starts through survey. Survey research offers a quantitative or numerical representation of a particular group's patterns, beliefs, and attitudes by surveying a sample of that population (Creswell, 2018). Thus numerical data are analyzed to know that students' motivation and perception regarding the benefits and challenges on the use of Korea variety show 'Going Seventeen' for vocabulary learning.

Population and sample size

The population consists of EFL learners, specifically Seventeen K-Pop fans, named Carats, from Indonesia, where the fanbase has a large popularity of more than 82,000 people. The study targeted undergraduate students who actively engage with and use *Going Seventeen* with English subtitles for vocabulary learning. Due to the large and unknown population size, the exact population cannot be reliably detailed. For a theoretically infinite population, the sample size was calculated using Lemeshow et al. (1997) formula, resulting in a minimum of 96 participants. However, the researcher set the final target sample size at 116 EFL students. The participants had to meet the following criteria: Carat from Indonesia, subscriber of the Seventeen YouTube channel, undergraduate students aged 17-25, and watch *Going Seventeen* videos with English subtitles.

Research instruments

The quantitative instrument is a slightly modified version of a questionnaire about EFL learners' perception of using K-Drama with English subtitles to enhance vocabulary (Masduqi

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& Khairunnisa, 2024; Baroroh, 2024). The researcher adapted the questionnaire to focus on K-Pop variety show videos with English subtitles for vocabulary acquisition. An online questionnaire in the form of Google Forms was used as the research instrument. It had four parts:

- Collected basic information about participants' names and universities.*
- Focused on students' perception of the benefits of using Going Seventeen with English subtitles for vocabulary learning.*
- Focused on students' perception of the challenges of using Going Seventeen with English subtitles for vocabulary learning.*
- Focused on participants' experiences using Going Seventeen with English subtitles regarding their learning strategies and enjoyment.*

The questionnaire used a Likert scale from 1 (strongly disagree) to 4 (strongly agree). The Likert scale is presented in the table below:

Table 1. Likert Scale

Score	Number of items
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Participants took approximately 10 minutes to complete the survey. To ensure comprehension, explanations were provided in both Indonesian and English, and an informed consent form was presented to participants to ensure accurate and voluntary responses.

Data collection

The researcher compiled primary data by distributing questionnaires to English as a Foreign Language students online, with approval from the Department. Each participant required about 10 minutes to complete the questionnaire-based survey. To guarantee for their understanding, the researcher addressed and translated the questions in Indonesian. In addition, secondary data emerged from academic studies and scholarly articles.

Analyzing of data

Data captured from online questionnaires were calculated using percentages from Google Forms. Using a Likert scale from 1 to 4 and divide into two categories, positive and negative perceptions. Applying SPSS, descriptive statistics, and correlation analysis by providing appropriate theories as well as findings from academic studies and scholarly articles. The result 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.

FINDINGS AND DISCUSSION

Findings

This section presents the major findings of the study, organized according to the three research questions. These three primary themes showed how K-Pop Variety Show can enhance learner skill in vocabulary by watching and their personal experience. The three themes are such as (1) the benefit by watching videos Going Seventeen with English subtitles for increasing vocabulary, (2) real-life cognitive, and behavioral effects experienced by learners when watching videos Going Seventeen with English subtitle, and (3) Challenges encountered during the process while watching videos Going Seventeen related to the English subtitles.

The questionnaire's validity

Table 2. Questionnaire Reliability

Categories	Number of items
Benefits	7
Real-life Effects	4
Challenges	3
	14
Total	Cronbach's Alpha = .813

The mean rank interpretation is applied to the following results.

Table 3. Mean Rank Interpretation

3.01-4.00	High degree of significance of using Going Seventeen with English Subtitle
2.01-3.00	Moderate degree of using Going Seventeen with English Subtitle
1.00-2.00	Low degree of using Going Seventeen with English Subtitle

The demographic profile of the respondents

Table 4. Participants' Demographic Profile

Characteristic	Frequency	Percentage
Age	17-18	14.7
	19-21	46.6
	22-23	29.3
	24-25	6.9
	>25	2.6
Gender	Male	3.4
	Female	96.6
Duration	<1 year	13.8
	1-2 year	31.0
	3-4 year	29.3
	>4 year	25.9
	1 in a week	44.8
Frequency	2-3 in a week	40.5
	>3 in a week	14.7

Table 4 shows that demographic profile indicate around 110 respondents participated in this study, reveal a significant imbalance in gender distribution. For 96.6% individuals from respondents were female, while male only 3.4% from total respondents. Additionally, Jauregi et. al (2025), shown the data participants for 93.3% K-Pop fans revealed as female. Furthermore, the age profile showed the majority of respondents fell into the 19-21 years old (46.6%). Additionally, this personal profile also highlight key characteristic with the content, such as their duration of being fan status, specifically for Seventeen's fans named Carat, demonstrated that a larger part for 29.3% have been fans for around 3-4 years. Moreover, table 3 also reveal the analysis of their video showing frequency showed that the most of respondents (44.8%) watch the video regularly once a week, for the reason that Going Seventeen regularly update every week in wednesday. On the other hand some of respondents also watch around 2-3 videos in a week (40.5%). Overall, these findings showed data from Seventeen's fans named Carat, and their high level of daily engagement by watching video Going Seventeen with English subtitle for vocabulary learning.

The benefits that learners perceive from using English subtitle in Going Seventeen video for vocabulary learning

Table 5. Benefit of Using Going Seventeen with English Subtitle

Items	Statements	Level of Agreement %				M	SD
		SD	D	A	SA		
1	I can learn a lot of new vocabulary in English by watching Going Seventeen using English subtitles.	.9	1.7	42.2	55.2	3.52	.582
2	I can understand Going Seventeen's dialogue by using English subtitles.	.0	6.0	42.2	51.7	3.46	.610
3	I can remember a lot of new vocabulary by watching Going Seventeen using English subtitles.	1.7	5.2	52.6	40.5	3.32	.654
4	By watching Going Seventeen with English subtitles motivated me to learn English, especially vocabulary.	.0	2.6	42.2	55.2	3.63	.536
5	By watching Going Seventeen with English subtitles, I can understand how the new English words I encounter are used in English conversations.	.0	6.0	39.7	54.3	3.53	.551

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6	By watching Going Seventeen using English subtitles helps me differentiate between vocabulary in English.	.0	6.0	39.7	54.3	3.48	.611
7	By watching Going Seventeen with English subtitles can overcome my difficulty in learning vocabulary.	.0	6.0	50.0	44.0	3.38	.599

*Level of Agreement: SD= Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree

Overall Table 5 above shows that mean scores (M) ranging from 3.32 to 3.63 that learners' perception of benefit while watching Going Seventeen with English subtitle are generally positive. Learners are majority in agreement that watching Going Seventeen with English subtitle can help them to enhance more vocabulary ($M = 3.52$). Additionally, learners acquire it to help them overcome their difficulties in learning vocabulary ($M = 3.38$), and the unreal agreement from learners is motivated them to learning vocabulary using Going Seventeen with English subtitle ($M = 3.63$). On the other hand, the lowest benefit when using video of Going Seventeen with English subtitle ($M = 3.32$) is they can easily remember the vocabularies. Overall, these standard deviation (SD) in data of benefit indicate that learners agreement are strongly in the 'Agree' to 'Strongly Agree' section, and comparatively has low variability of standard deviation (SD). To conclude, the benefit of use K-Pop variety show video with English subtitle get significantly improve language learning, especially for vocabulary acquisition.

The real-life effects that learners perceive using Going Seventeen with English subtitle on their vocabulary learning

Table 6. Real-life Effects of Using Going Seventeen with English Subtitle

Items	Statements	Level of Agreement %				M	SD
		SD	D	A	SA		
1	I enjoy watching Going Seventeen with English subtitles because it provides many benefits for me to improve my vocabulary mastery.	.9	1.7	34.5	62.9	3.59	.575
2	I like to make a list of new English words I come across from watching Going Seventeen with English subtitles in my notebook.	12.1	27.6	38.8	21.6	2.70	.944
3	When watching Going Seventeen with English subtitles, it is easier for me to remember new vocabulary and the ones I already know.	.0	12.1	41.4	46.6	3.34	.687
4	I feel like my English vocabulary has gotten bigger after watching Going Seventeen with English subtitles.	.0	11.2	42.2	46.6	3.35	.676

*Level of Agreement: SD= Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree

Overall Table 6 above show the result, with mean scores (M) from 2.70 to 3.59 get high scale of significance in respondents perception of real-life effects while using Going Seventeen with English subtitle. Learners have good impression in enhance their vocabulary when watch Going Seventeen's video ($M = 3.35$). Additionally, learners acknowledge it they enjoyed learning vocabulary ($M = 3.59$) while watching Going Seventeen using English subtitle. Moreover, the lowest agreement from learners is when they have to make a list of English new words while come across from watching Going Seventeen in their notebook ($M = 2.70$). Overall, these standard deviation (SD) in data of benefit indicate that learners agreement are strongly in the 'Agree' to 'Strongly Agree' section, and comparatively has low variability of standard deviation (SD). To conclude, there are some real-life effects that learners perceive while watching K-Pop variety show use English subtitles have statistically impact for vocabulary learning.

The challenges that learners face when using English subtitle in Going Seventeen video for vocabulary learning

Table 7. Challenges of Using Going Seventeen with English Subtitle

Items	Statements	Level of Agreement %				M	SD
		SD	D	A	SA		
1	I often feel like Going Seventeen's English subtitles come and go too quickly.	2.6	20.7	33.6	43.1	3.17	.847
2	I paused the Going Seventeen video to look up the meaning of a particular word or phrase that appeared in the subtitles.	2.6	20.7	31.9	44.8	3.19	.854
3	I had to rewatch the Going Seventeen scene over and over again because the English subtitles were too fast.	7.8	17.2	26.7	48.3	3.16	.974

*Level of Agreement: SD= Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree

Overall with mean scores (M) ranging from 3.16 to 3.19, Table 7's results get the almost positive scale from learners perception in challenges section when watching Going Seventeen with English subtitles. Learners have majority agreement in they need to paused to look up the meaning from the particular words that appear in subtitles ($M = 3.19$). Besides, learners repeatedly the scene of video Going Seventeen when using English subtitles ($M = 3.16$), because they conscious about that subtitles are come and go too quickly ($M = 3.17$). Overall, these standard deviation (SD) in data of benefit indicate that learners agreement are strongly in the 'Agree' to 'Strongly Agree' section, and comparatively has low variability of standard deviation (SD). To conclude, the challenges from learners when watching K-Pop variety show for English learning indicates that participants encountered several difficulties, but the difference is not significant.

Table 8. Questionnaire Data Regarding the Benefits

No	Mean of Sub-Variable (M)	SD	D	A	SA
1	Benefit (M)	0.3	4.7	44.1	50.7
2	Real-Life Effect (M)	3.2	13.1	39.2	44.4
3	Challenge (M)	4.3	19.5	30.7	45.4

In accordance with Table 8 shows the questionnaire data regarding the benefits, real-life effects, and challenges from respondents, perceived positively result for more than 30.7% agree from each sub-variable. However, several data shown a slightly different between agree and disagreement, which still conclude that effective while learning by watching videos of Going Seventeen with English subtitles. Overall, the results suggest that although certain challenges exist, the perceived benefits and real-life effects remain more prominent, indicating the relevance and value of the activity for the respondents.

Discussions

According to the findings for the first research question, which examined what benefit are learners got when watching Going Seventeen with English subtitles. Majority of the learners agreement got 55.2% for strongly agree that helped them to learn vocabulary and make it understandable while watching with English subtitles, additionally 52.6% learners acknowledge while watching Going Seventeen can helped them to memorize the English vocabulary. It followed the result of previous study by (Lestari, 2022) that subtitle strengthens students ability to recognizing the written form of an audio or speech that can influence their vocabulary learning. This confirms earlier research by (Masduqi & Khairunnisa, 2024) more than 80% students agreed that for memorizing new words, understand the spelling, and word usage. (Mahmud & Tryana, 2020) found the vital problems among students are lack of motivation, however 55.2% learners agreed while watching Going Seventeen using English subtitles can motivate them, especially in vocabulary learning. It was in line with Mahmud & (Mahmud & Tryana, 2020) highlight that students learn English through Korean Drama with English subtitle can motivate more because they can encounter new vocabularies from subtitle then they compares into body gestures of the artist to know the meaning of the words. It

followed the result of previous research by (Hariyono, 2020) that the use of YouTube videos in the classroom for learning can enhance students engagement and excitement for English learning.

Subtitles help vocabulary learning because they provide context, visual support, and repetition. Learners can see the written word while hearing it in the dialogue, which reinforces memory and comprehension. The combination of visual cues from subtitles, auditory input from the speech, and contextual understanding from the scene helps learners internalize new vocabulary more effectively. Repetition through multiple viewings and exposure to words in different contexts further strengthens learning.

Most of the students has a positive acknowledge with 54.3% that understand how the new English words encounter used in English conversations. It was in line with (Masduqi & Khairunnisa, 2024) stated that students watching Korean dramas using English subtitles could teach them about the new vocabulary they found in conversation. Additionally, while watching Going Seventeen with English subtitle 54.3% agreed that it can helps learners differentiate between vocabulary in English. However, study by It followed the result of previous study by (Ebrahimi & Bazae, 2016) highlight that it is only help them to understand the content comprehension by watching movies with English subtitle did not help learners differentiate amidst vocabularies in English. Furthermore, earlier research by (Lestari, 2022) found that learners facing difficulty by determining the meanings by themselves for some difficult vocabularies. Also, some participants from fans of Seventeen or Carat also agree with 50.0% by watching Going Seventeen using English subtitles cannot help learners to overcome their difficulty while learning vocabulary.

According to the findings for second research question, which examined what real-life effects are learners got while watching Going Seventeen with English subtitles. Majority of the learner agreement got 62.9% for strongly agree that learners are enjoyed watching Going Seventeen that can improve and mastery English vocabulary. It followed the result of previous study by (Alharthi, 2020) suggest that when watching movies with English subtitles are enjoyable and beneficial for vocabulary acquisition. Additionally, (Mahmud & Tryana, 2020) showed that learners feeling full of happiness, like and enjoyment motivation, also willingness to achieve their goal when using Koren Drama for vocabulary acquisition with English Subtitles. Participants who watch Going Seventeen with English Subtitle like and dislike to make a list of new English words in their notebook ended up only slightly higher with 38.8% for agreement, and 27.6% for disagreement. (Masduqi & Khairunnisa, 2024) highlight that there is an effective way by taking notes for some unfamiliar words and write the meanings. Most of the learners that they are a fan from Seventeen's group named Carat are agreed while watching their favorite videos such as Going Seventeen with English subtitle makes them easier to remember the new vocabulary and the ones they already knew, indefinitely they gotten bugger new vocabularies. It was in line with (Adrefiza et al., 2024) found that watching English movies are beneficial for students vocabulary acquisition, particularly in receptive and productive vocabulary, idioms, and slang.

From the findings for third research question, which examined what are challenges from learners got when watching Going Seventeen with English subtitles. It is known that the majority participants agreed with 44.8% that they have to paused look up the meaning of a particular word or phrase while watching Going Seventeen with English subtitles. It followed the result of previous research by (Alejado et al., 2023) highlight that they viewing to read the subtitles help them to enhance their vocabulary understanding and to ensure a clearer focus if pausing the Korean dramas. Additionally, when watching Going Seventeen using English subtitles, most of the participants acknowledge with 43.1% feel that the subtitles are flash up too quickly, to ensure that 47.3% agreed that they have to rewatch a scene in the Going Seventeen repeatedly. It was in line with research by (Alejado et al., 2023) highlight that all participants difficulties it is from the speed of the subtitles and affected their understanding for the exact meaning during the scene. In addition, (Kruger et al., 2022) in study by (Alejado

et al., 2023) stated that comprehension decreased as speed got higher and faster subtitles resulted eye movement records in a deeper preliminary interpretation of the subtitles.

Generally, the majority of Seventeen fans (Cerat Indonesia) agreed that watching *Going Seventeen* using English subtitles positively impacts vocabulary acquisition, helping them understand word meaning, usage in expressions, sentences, and conversation. A small minority disagreed with some statements, but not enough to outweigh agreement. Therefore, using this activity is enjoyable for individual learning, as favorite videos such as *Going Seventeen* or other variety shows entertain and increase motivation to learn English. Watching media with English subtitles supports subconscious acquisition processes, where learners internalize new words and structures by combining auditory input, visual support from subtitles, contextual clues from the scene, and repeated exposure, all without deliberate memorization.

CONCLUSIONS

In conclusion, this study revealed that the participants had positive approval of using English subtitles in *Going Seventeen's* videos as a great tool for vocabulary learning. Furthermore, the findings from the first research question show that watching *Going Seventeen* motivates them because it is an enjoyable tool for learning. These findings contribute to language learning strategies by including multimedia as a learning tool and implementing effective individual learning. This study has some limitations, as the activity was carried out independently and unintentionally as part of the learners' regular engagement with the videos, and the study focused only on Seventeen's fans (Cerat) in Indonesia, which limits the generalizability of the results. Educational implications include suggestions for teachers to incorporate multimedia with subtitles into teaching to enhance vocabulary learning and learner engagement, while learners can use enjoyable authentic materials such as K-Pop variety shows with subtitles as a self-directed learning strategy to improve vocabulary and language skills. For future research, it is advisable to combine quantitative surveys with qualitative methods such as interviews to gain deeper insights, extend the study to participants from different countries or regions, and use a mix of close-ended and open-ended questionnaires to strengthen understanding of learners' experiences and perceptions.

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