CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding and Data Presentation

The widening number of fans peddling K-Pop to attract investment from all fields included in the learning field, as did the importance of fans' responses or impression as a matter of consideration. It was in line with the formulation of problems on this study regarding how the perception of K-Popers toward K-Pop as a media of learning foreign languages as well as what difficulties they encounter when learning languages through idols' content and how they cope with such problems. Therefore, scientific data had been obtained from the instruments that have been examined in the explanations below.

a. Data Presentation

i. Quantitative Data

Quantitative data was drawn from following questionnaire results which had been spread from February 4, 2022 to March 3, 2022 on several platorms namely Twitter, Instagram, WhatsApp and Weverse.

**Table 4.1 Questionnaire Results Data Distribution Table**

Score	Frecuency	Percentage
121-150	118	77%
91-120	33	21%
61-90	3	2%
31-60	0	0%
0-30	0	0%

Data had been found as within what was shown in the table above that the respondents involved in the study were 154 respondents. It had also been found to be the lowest score was 81 and the largest score was 150. As with the classification established in chapter III as 77% of respondents (118 people)

were in the category of strongly agreeing, 21% of respondents (33 people) were in the category of agreeing and 2% of respondents (3 people) were in the category of neutral. From this data it had been known that 98% of respondents have a positive perception of K-Pop idol content as an English learning media.

As for the other information that had accompanied the respondent were the country's origin and age. The country-originated distribution of respondents could be seen in the diagram below.

Picture 4.2 K-Popers State Deployment Distribution Diagram
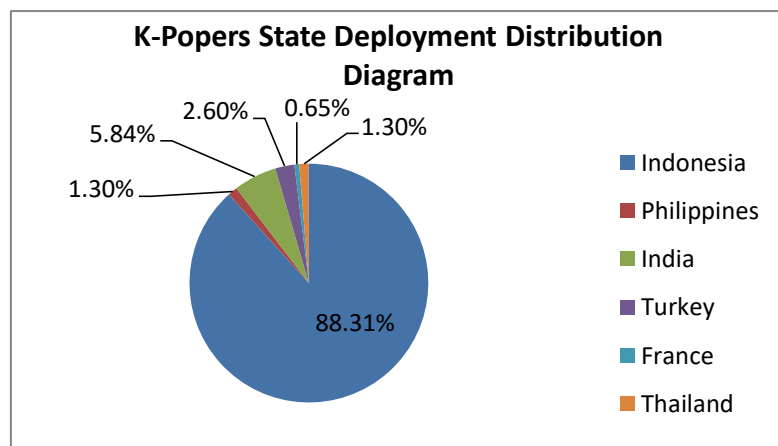
The 154 respondents were already made up of 1 respondent (0.65%) who came from France, 2 respondents (1.30%) who came from Thailand, 2 respondents (1.30%) who came from Philippines, 4 respondents (2.60%) who were from Turkey, 9 respondents (5.84%) who were from India and 136 respondents (88.31%) who were from Indonesia.

As for the age distribution of respondents could be seen in the diagram below.

Picture 4.3 K-Popers Age Distribution Diagram

K-Popers Age Distribution Diagram

2.60%

37.66%

59.74%

- Denarian
- Vicenarian
- Tricenarian
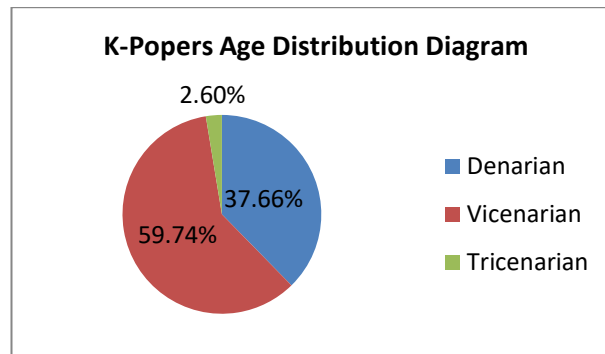
Of the 154 respondents there were 58 Denarians or people between the ages of 11-20 years old, 92 Viceranians or people between the ages of 21-30 years old and 4 Triceranians or people who have ages between 31-40 years old.

In this study, the data were obtained that had been categorized in 2 aspects which were affective and cognitive aspects with the following distributions:

Table 4.4 Questionnaire Results Summary Distribution Table Based on Aspects

Aspect	Number in Item	Average Index Percentage	Total
Affective	1, 2, 6, 19, 20, 21, 22, 24, 29, 30	87,46%	10 items
Cognitive	3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 16, 18, 23, 25, 26, 27, 28	86,00%	20 items

As with the above summary, the affective aspect had an average percentage index of 87.25% and the cognitive aspect had an average percentage index of 86.00% which denoted that all aspects fell into a very positive category which means K-Popers very agreed that they were happy if K-Pop idol content became their media of learning English.

Table 4.5 Affection Aspect Table Data

Indicator	Index %
Motivation	87.53%
Preferences	88.39%

The affective aspect was an aspect involving the metal attitude, feelings and consciousness of the subject studied which in the researcher was the respondent or K-Popers, From the perspective of K-Pop fans' affections had shown a promising interest in K-Pop idol content in particular the variety shows they provide where this had had a significant impact on K-Popers' motivation to learn foreign languages.

Table 4.6 Cognitive Aspect Table Data

Indicator	Index %
Accessibility	87.42%
Enriching Vocabulary	86.49%
Grammar Stimulation	81.49%
Skill Stimulation	85.75%
Fandom as Community of Practice	83.64%

This cognitive aspect was the one that oriented toward thinking ability that included intellectual ability from remembering to problem-solving ability. From the cognitive standpoint, still with the same research above, K-Drama fans who watched K-Drama with English subtitles showed significant changes to the test results, especially in the case of vocabulary expansion. Fans of K-Drama in the study could see the new vocabulary and its meaning through various ways either directly from the translation, the actor's expression or seeing the translation then confirm it by looking at the actor's expression. Items in instruments related to K-Popers' perception of processes involving intellectual, cognitive abilities in this study also was found results that match the above research. Respondents were able to recognize and remember both

their vocabulary and their spelling and were aware of the correct use of grammars on translations for which this indirectly stimulated their English reading ability, including stimulating grammar. In addition, respondents had a positive impression of idol content involvement as their learning media in stimulating their writing skills by making comments, which was one of the supports they could show their idols, also stimulated their listening ability because some K-Pop idols were able to speak in English through with simple expressions and use Korean accents. But the main reason why K-Popers choose to use English was the accessibility of English that was easy to be found as it is international language.

The data of the respondents had also observed validity and reliability tests with the results below:

Table 4.7 Validity of The Questionnaire Result

No Item	r Count	r Table	Description
1	.533**	0.159	Valid
2	.624**	0.159	Valid
3	.381**	0.159	Valid
4	.580**	0.159	Valid
5	.469**	0.159	Valid
6	.588**	0.159	Valid
7	.402**	0.159	Valid
8	.267**	0.159	Valid
9	.310**	0.159	Valid
10	.559**	0.159	Valid
11	.547**	0.159	Valid
12	.628**	0.159	Valid
13	.720**	0.159	Valid
14	.541**	0.159	Valid

The Continuation of Table 4.7 Validity of The Questionnaire Result

No Item	r Count	r Table	Description
15	.633**	0.159	Valid
16	.688**	0.159	Valid
17	.518**	0.159	Valid
18	.609**	0.159	Valid
19	.718**	0.159	Valid
20	.677**	0.159	Valid
21	.369**	0.159	Valid
22	.767**	0.159	Valid
23	.716**	0.159	Valid
28	.575**	0.159	Valid
29	.735**	0.159	Valid
30	.761**	0.159	Valid

Table 4.8 Validity of The Questionnaire Result

Case Processing Summary

		N	%
Cases	Valid	154	100.0
	Excluded[a]	0	0.0
	Total	154	100.0

a. Listwise deletion based on all variables in the procedure.

N in the table was for the amount of respondents who participated in fulfilling the questionnaire and % was the percentage of it. The cases meant that 154 respondent's answers were and none of those excluded. This meant that the questionnaire which had 154 respondents were all valid.

ii. Qualitative Data

Qualitative data were obtained by conducting interviews to several respondents who had been able to represent other respondents in providing information upon completion of analyzing the questionnaire results. The interview session has been conducted on May 17-18, 2020 with the media Google form which established 8 informants from Indonesia, Turkey and India willing to conduct the interview session. This interview session focused on cognitive and affective aspects. From the cognitive side, the researcher focused on how K-Popers could enrich vocabulary through K-Pop idol content watching activities while from an affective perspective, the interview focused on what informants felt about K-Pop, fandom and the relation in learning English.

1. Informant's Profile

Informer profiles were presented to provide detailed information to support the research itself and provide more information on what K-Popers perception of K-Pop Idol content is. Here's a brief profile of the informants:

Table 4.9 Informant's Profile

Name	Coding	Country	Age	Profession
Gülümser	GL	Turkey	18	Student
Nagehan	NG	Turkey	18	Student
Zeynep	ZN	Turkey	17	Student
Melike	ML	Turkey	18	Student
Devadharshani V	DV	India	20	Student
Rastri Bita Nandani	RS	Indonesia	23	Learner
Nia Wulanndari	NW	Indonesia	22	Employee
Vivia Tri Ayuningtyas	VV	Indonesia	20	Learner

2. Interview Result

There were 12 questions that had been asked to informants focusing on K-Popers' perception of K-Pop and its fandom as

well as how they enrich English vocabulary through idol content. Interview data had been grouped and simplified into 2 sections based on 2 aspects i.e., affective and cognitive aspects.

Here was the data on the interview results based on affective aspects. First of all, the researcher asked what K-Popers liked about K-Pop for which the answer was examined in the following table:

Table 4.10 Interview Summary Affective Aspect

Item	Answer	Informants
2. What are some interesting elements of K-Pop?	Talent	All informants
	Visuals	NG, DV, RS, NW, VV
	Contents	DV, RS, NW, VV
12. How can you relate to K-Pop?	Personal Taste	NW, VV
	Personal Background	All informants

From the data above, it was known that elements of K-pop most have been interest the K-Popers not necessarily because the visual but also because talent in music. Even so, personal reason/self-based reasons were the main point of how the K-Popers are able to relate into K-Pop. In addition, the data also did not turn a blind eye to the fact that visual cures and other supporting elements have their own appeal to some fans.

Table 4.11 Interview Summary Affective Aspect

Item	Answer	Informants
1. Does K-pop give you series of motivation to learn foreign language?	Imitation	All Informants
3. Do you think K-pop and fandom gives you comfort and make your self-learning enjoyable?	Community of Practice	All Informants

The more something in common with the idols things the more motivation came not only because it was solely support for their idols but also the involvement of fellow fans and fandom who could provide comfort to learners. When they learn language and make mistakes, correct each other and tell each other about it without judging, it came within the limits of convenience itself and again, when it came to how they help each other to support idols (including learning languages), then all goes within the limits of convenience and was done together. This was the reason why K-Pop community became the communication of practice.

Table 4.12 Interview Summary Affective Aspect 3

Item	Answer	Informants
4. Do you think English K-Pop Idol's content help you to learn English? What is the reason?	Role Model Idol	GL, NG, ZN
	Needs	ZN, ML, NW, VV, RS
5. Do you think English is needed for a K-Poper to understand their idol better? What is the reason?	International Language	All informants
11. What are your difficulties in understanding English through Idol's Contents and how do you deal with it?	None	GL, DV
	Reading Speed	NG, RS
	Limited Vocabulary	ZN, ML, RS, NW, VV

Briefly speaking, English for the K-Popers was a very essential thing to meet their fangirling/fanboying needs. Although difficulties did not always go away, the motivation for getting "closer" to idols was actually much greater than the difficulties they face. The motivation to learn English on their own that meet the limitation of accessibility to obtain translation with their native language version in the middle of the desire to meet a certain level of satisfaction as a fan was gained from watching K-Pop idol content.

The second side was grouping based on cognitive aspects. Among many things that had been presented in the questionnaire, researchers chose to focus the topic on how K-Popers can enrich their English vocabulary by watching idol content.

Table 4.13 Interview Summary Cognitive Aspect

Item	Answer	Informants
6. Do you usually use English subtitle when you watch Idol's contents which are mostly in Korean?	Accessibility	All Informants
7. Can you find new English words in the contents if you use English subtitle?	Spelling	NW, VV
	Meaning	GL, NG, ZN, ML, RS, NW, VV
	Pronounciation	NG, ZN, DV, NW
	Context	NG, DV
8. If you find new words, how do you know the meaning?	Literacy	NG, ZN, ML, RS, NW, VV
	Community advantages	GL, ZN, NW
	Intuition	DV
9. Do you usually use translation by fanbase?	Cultural Awareness	GL, ZN, ML, VV, NG, DV, NW
	Accessibility	GL, ZN, ML, NW, VV
	No better accessibility	RS
10. Do you usually give comments about their contents in English?	Attention	All Informants

It was true that these K-Popers did not remember perfectly the new vocabulary they saw but they tend to understand how the nuances of an English vocabulary was used in the right context. In addition, fandom seemed to have quite massive part on the providing translation. Fandom had more cultural awareness through the subtitle which mad them could easily understand the contents idol provided beside the accessibility.

Another thing encouraging the fans to practice their writing skill was getting attention from the idol.

b. Finding

From the data above, it was found data that reveals some of the findings in this study also could answer the research questions that was concluded in the table below:

Table 4.13 Finding Summary

No	Research Questions	Answer
1	The Functions of K-Pop Idols Contents to K-Popers in Learning English	- English learning tool/media - Motivation resource
2	The Perception of K-Pop Idols Contents	- Motivation - Entertainment - The part of English self-learning - A place/community of practice
3	The Difficulties K-Popers experienced in learning English through K-Pop Idol's Contents	- The lack of reading speed - The lack of Vocabulary

i. The Function of Idol Contents

It was shown that K-Popers perceived K-Pop idol content as English learning media from the cognitive aspect. This growing K-Pop fever certainly wasn't without reason if these idols did not deliver promising products to the fans who became their 'consumers' and one of them is giving access, in this context was providing English translation. The content that attracted the attention of these fans could rather provide convenience tool in the K-Popers self-learning process.

The finding of K-Pop Idols' content as English learning media was evidenced by item number 10 stating they could find new English words in the contents they watch using English subtitle with the percentage of 90.52% . This one of prove that there was learning process by watching K-Pop Idols' contents using English subtitle namely finding new vocabulary or expanding vocabulary. This statement also confirmed in the interview from question number 4 and 6 asking if they think Idols' contents help them to learn English and use English subtitle watch Idols' content and all informants agreed that they usually did.

Besides as learning media, in the affective aspect, the function of Idols' contents was the source of motivation. This function was one of the first thing they got from K-Pop idols and it was convinced by items number 1 that K-Pop could be the source motivation stating they got motivation from K-Pop to learn foreign languages with the percentage of 89.87%. K-Popers supports the circumstances in which they feel compelled to study English with this K-Pop even though it was obvious that the fact that the majority of K-Pop idols are Korean speakers. It was also linear with answers from interview sessions that question what reasons led them to gain motivation to study English. *"I want to support them by learning their/foreign languages." (NG, ZN, VV, 18 May 2022).* Besides providing answer question number 1, motivation also could be the finding to answer question number two which was about K-Popers perception.

ii. K-Popers' Perception on Idols' Contents

The finding that K-Pop Idols' content was the source of motivation, besides was convinced by questionnaire item number 1, it was also convinced by questionnaire item number 19 stating K-Pop encourages them to learn English better with the percentage of 83.77%. I was also confirmed in the interview from question number 1 stating that they got series of motivation to learn foreign languages from K-Pop and all of the informants agreed. The motives to learn foreign languages were diverse both to support the idols, curiosity or the tendency to have the ability like the abilities that the idols have. K-Popers mostly placed their idols as their role model as they easily influenced to do what he Idols do. *"Most K-Pop Idols itself could be role model in learning both as learner or expert in English." (GL, NG, and ZN 18 May 2022)*. Besides the K-Pop itself, the fandom also gave courage to them to practice their ability especially grammar while they have conversation stated in questionnaire number 24 with the percentage 90.91%.

Beside motivation, in affective aspect was found that K-Popers also found Idols' contents were the source of interesting entertainment. This statement was evidenced by the presence of item no. 6 stating that they found K-Pop idol content interesting which the item found a percentage of 92.99% as the main data stating that K-Popers argued that their idol content was interesting was as factual. It was also confirm what the components they find it interesting in interview question number 2 revealing talent, visuals, and contents were the components that made them interested in K-Pop.

One thing that researcher find it interesting in this was that the motivation was there because K-Pop idols contents was able to give comfort to K-Popers' learning process. The convenience on self-learning through K-Pop idols content could be encountered on item number 22 with the statement *"I think K-Pop Idol Contents make my self-learning enjoyable"* with a percentage of 88.31%. This percentage gave the fact that K-Popers' perception in terms of affections to idol content was positive, gave fun and or convenience on the process of self-learning. Even the fandom took similar place as the contents did. It was clarified again by asking the convenience of self-learning they got from K-Pop and fandom was by majority answer *"I think we are learning together" (GL, ZN, ML, DV, RS, NW, VV, 18 May 2022).* In fact K-Pop and fandom were able to present such feelings to fans. This finding could be seen from a comparison in terms of the impulse they felt to learn English better in item number 19 above having a lower percentage than the item in item number 22. It is also a reflection that in general, language learners tend to minutely place comfort and pleasure on their learning media before the courage to learn a foreign language itself.

From the cognitive aspect, K-Popers' perception towards idol's content was this activity of K-Pop Idols' contents, giving comment or anything to support the idols were the part of self-learning, especially in English. They felt they got some advantages.

The first one was **enriching vocabulary**. In order to facilitate skills, reading was fundamental to improve learner's vocabulary (Hung & Ngan: 2015) and using English subtitle was basically a reading process. In

cognitive terms, K-Popers' perception of idol content as a media in enriching English vocabulary and this statement could be drawn from data item no. 15 which read *"I think I get to know some new English vocabularies after watching idol's content through the subtitle."* with a very high approval index of 89.09%. It was also in line with the results of interviews stating that informants could find and remember new vocabulary either the spelling, the meaning, how to excommunicate or the use of it in certain situations. *"I can remember the meaning."(GL, NG, ZN, ML, RS, NW, VV, 18 May 2022).* How they remembered and understood the vocabulary of words also varies like looking at the context of how the word is used, idol expressions, visiting fanbase or opening a dictionary. *"Open the dictionary and proper translation."(NG, ZN, ML, RS, NW, VV.)*

After enriching vocabulary, the second advantage was **stimulating grammar**. K-Popers were stimulated learning English grammar could be seen on item number 13 that reads *"I think I recognize how to use grammar properly in the subtitle while I watch K-Pop Idol's contents."* which had a percentage index of 80.52% indicating that K-Popers agreed that they were stimulated to learn English grammar through idol content. Apart from idol content, the role of fandom in this case was quite essential. In the learning process, K-Popers involved fandom effortlessly. They waited for fan translations and ask their fellow fans what they didn't know then with encouragement to support the idol, they leave comments on the content they watch. This was a learning process that involves a study partner, in this context was the fandom.

Also, the last advantage is **stimulating skills** namely reading, writing and listening skills. At the process of watching idol content using English translation, in contrast to reading written texts such as books and magazines, the audience of which in this context was K-Popers, was required to read in English at a certain speed of customizing how the content was presented. This was where the stimulation process that has its own challenges because K-Popers must reach a certain reading speed to be able to enjoy that content. The finding was defined on item number 16 said *"K-Pop Idol's contents give me a change to use my English reading ability"* with a percentage index of 88.44% of which this figure represented a high number.

Writing skill was also stimulated when K-Popers wanted to provide comments related to the idol's content as K-Popers' characters featured in the research by Yuxuan Ding, and Xiaonan Zhuang (2021) that K-Popers did whatever it takes to give their idols support. One of them was to provide support comments on a comment column. It was reflected by item number 23 with the statement *"K-Pop Idol s' Contents give me a change to practice my English writing skills such as giving comments about their contents."* with a percentage index of 82.21%. This number did not show as many figures as the previous skill because however providing support through comments was a choice of the many supports they do in addition to the emojis representing the message they wanted to deliver.

Not only did it stop at writing skill, English listening skills turned out to be stimulated as well even though their idols spoke in Korean. It became a new finding that it was found that K-Popers' positive perception of K-

Pop idol content as an English listening skill stimulator was accompanied by a growing number of English speaking K-Pop idols even though they did not immediately speak English in their content with whole sentences but some English vocabularies and use a quite distinctive Korean accent. This finding was the result of questionnaire item no. 18 with the statement *"K-Pop Idol's content s gives me a change to use my English listening ability."* with a percentage index of 84.03% which was surprisingly higher than the perception of writing skill stimulation. Nevertheless, this finding would not be discussed further but were aimed at subsequent studies.

The last one was how fandom took place in K-Popers' point of view. K-Popers also could get advantages from the fandom through this self-learning process. K-Popers got the courage or motivation to practice their English skills with fans as well as fandom as a community of practice. Social media involvement as a leading role on the activity of fandom opens up opportunities for them to support each other in the process of learning either for practice, exchanging information of generosity, having casual conversations, having discussion or correcting each other English given that this fandom also encourage fans from different countries. The findings were listed in one among the items which is item number 24 with a statement that reads *"I think K-Pop fandom encourages me to practice my English by communicating with fellow fans from all over the world."* with the percentage reaching 90.91%. These findings were none other than closely related to perception from a fan perspective seen in cognitive terms where fandom involvement in the process of adding

knowledge from either grammars or vocabulary was the availability of translations by fandom or was commonly called fan translation and also opened access to question and answer to each other. This was reflected in item numbers 28 and 27 with percentages reaching 89.61% and 77.66%. The role of this fandom itself was confirmed again at the interview session which revealed that it became an alternative to the full range of available alternatives. *"Generally I wait for fanpage's translations." (ML, 18 May 2022).*This could happen for certain reason but in this study, beside its accessibility, fan translation could get in touch with the Korean culture which made it easier for fans to understand.

iii. The Difficulties K-Popers experienced in learning English through K-Pop Idol's Contents

K-Popers difficulties were found in interview results in particular from answers addressed to question number 11. In this study's findings there were two main difficulties that K-Popers had, namely the lack of reading speed and vocabularies.

The first difficulty sometimes arose when Korean translated into English demands complete and longer sentences. It was natural considering that the Korean language itself allows speakers to eliminate subjects and objects in clear situations as well as the large number of particles hinting at a certain word where it affects the meaning of text/dialog with the large number of words also multiplying in its English version sentence. *"Sometimes the subtitle is too fast" (RS, May 18, 2022).* This problem was also exacerbated by either slowing down the video or repeating the less obvious part.

The second difficulty was the lack of vocabulary. Cultural differences call for more explanations in addition to subtitles themselves, which was something that was very common to be encountered in translations both in movies and in other respects. This difficulty was the one that K-Popers had the most when watching idol content but the way they overcome this was also different. Among them were browsing on the internet, opening a dictionary and opening a fanpage/visiting fanbase. *"If target words in English are still unfamiliar to me, then I have to close idol content and browse those words on translation website"* *(VV, May 18, 2022).*

Even so, one out of eight informants did not find any problems in the process of learning English through K-Pop idol content. *"I don't have a serious problem with it."* *(GL, May 18, 2022).*

B. Discussion

At this session, researchers described the findings, discussed them and associated those findings with earlier theories and research questions. The purpose of this session was to understand K-Popers' perception of K-Pop idol content as a media of learning English vocabulary.

Smaldino (2000) stated that media was a word intended for communication used by the sender to convey information to the recipient. In this study it was revealed that K-Popers perceived K-Pop idol content as a media and motivation resource for learning English as what the first question of this research ask for the function of K-Pop Idol's Contents for K-Popers in learning English as 87.42% K-Popers agreed the accessibility on this type of media was easy to access English subtitle. K-Pop Idols' contents could provide information related to English from the subtitle visually. The second function also, motivation was not defending the current theory by Yuxuan Ding and Xiaonan Zhuang (2021) where it was

stated that K-Popers had a very huge motivation to learn foreign languages to support their idol as well as self-development. This answered first question and the second question that would be discussed further.

The second question of this research was about the perception of K-Popers on K-Idols' contents. Motivation was always be there for K-Popers from K-Idols as 87.53% K-Popers were motivated. Yorks (1976) defined "Motivation" as those forces within an individual that push or propel him to satisfy basic needs or wants. Alex Acquah, Takyi Kwabena Nsiah, Elizabeth Naa Akushia Antie, and Benjamin Otoo (2021) stated the urge to fulfil the needs would definitely influence the behaviour and change the priority of the person as the data above revealed that preference was dominating 88.39% on K-Popers. Just like K-Popers that saw English as need to fulfil their satisfaction and English itself, even it was a broken sentences but it held its function as communication tools, commenting, praising, joking, appreciating, etc. both to idol or from idol (Aniuranti: 2020). McClelland (1960) stated need classifications and focuses on the need for achievement, affiliation, and power. For K-Popers, English was a need to achieve the point that they could support their idols through learning English without getting more problems. They had the urge to learn English to get to another need/achievement as a fan. The need for achievement involved the desire to independently master objects, ideas and other people, and to increase one's self-esteem through the exercise of one's talent (Wallace, Goldstein and Nathan, 1987). The need also could be very different for each fan as in which language they need to learn first. In a study Yuxuan and Xiaonan (2021) stated that fans tend to learn a little vocabulary in the mother tongue of non-Korean idols such as learning a little Thai for Lalisa from Blackpink or Bam Bam from GOT-7, or learning Japanese for Yuta from NCT besides English. Yu Lim Lee, Minji Jung, Robert Jeyakumar Nathan and Jae-Eun Chung (2020) stated learners who were motivated to learn from K-Pop artists with their passion.

K-Popers also got some advantages besides motivations. The questionnaire revealed that 86.49% of K-Popers in this study agreed K-Pop Idols' contents could enrich vocabulary, 81.49% agreed it could stimulate their grammar, 85.75% agreed it stimulated their skill and 83.64% agreed the fandom could be a place for them to practice. This was equal to what Krashen (1985) said that whether learners were embedded in formal or non-formal education settings, acquire a language by understanding their messages that contain structures that was slightly beyond the learners' competence. Lev Vygotsky (1978), he allowed us to examine how a second language is learned successfully if the learners got manipulated input. What was meant by manipulated input was that the learners received input that is highly beyond the learners' level of competence. When the K-Popers watch the contents using English subtitle, they were surely receive the manipulated input as the conversation should not be simplified and need to be accurate as K-Poper's reading must meet certain level. Learners firstly focused on words or meaning and later on form or grammar. The advantage enriching vocabulary was very beneficial since vocabulary was a very critical aspect for language learner (Mahmud and Tryana: 2020) because vocabulary was used in whole elements of conversation (Sutanto: 2017). A. B. Rinekso, O. Lesagia and D. Setiawati (2021) and Eunyoung Jeon (2017) found that a Korean Hallyu stan could improve their English language skills by watching K-Drama activities with English subtitles, just like the use of English subtitle by K-Popers when they watch Idol's Contents. D. Faiza, A. C. Y. Bestari and M. H. Mayebekti (2020) also found that K-Popers tend to try giving comments even though there were many errors but the motivation they have was much greater. This was when the K-Popers had a change to practice their English, especially in the fandom that could be the community of practice (Dinar: 2021).

The finding that closely related to the theory above was self-learning K-Popers did. Since motivation clearly could influence the behaviour of a person, this could certainly was there in K-Popers. Candy

(1991) defined independent learning as a combination of progress, technique, and a philosophy of education when the pupil obtains knowledge by their efforts and advances for a critical evaluation. In This study was found that K-Pop Idols' contents could be a facilitator for the K-Popers and encourage them to overcome the problem of not knowing the language with the influence of social media, so they ask fellow fans and open proper translation resources. Independent learning also demanded the learners to organize their individual needs and success in the learning process just as K-Popers had their own needs in this case. As the huge motivation to learn and fun they get from watching K-Pop Idols' contents, they could discover and stimulate their ability.

While the last question of this study was about the difficulties they had and how they deal with it. The first difficulty they had was their lack of reading ability which was not fast enough so they need to repeat several parts of the video to reread the translation. The next difficulty was the lack of vocabulary as a result they have to look for translation sources to fully understand the content. Back to the Second Language Acquisition in the study, Leidy Johanna Villamizar Castrillón (2016) stated that the input would effect the output of learning that was why learners would learn when they were given the text slightly beyond their competence. The difficulties found in this study were basically the part of process of K-Popers in English Acquisition process.