

# Effect of Korean Drama on Vocabulary and Grammar in Speaking English of Junior High School Students

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**Abstract:** *The study looked into the effect of Korean drama with English subtitles on the English speaking skills of the junior high school students of Malimono National High School in Malimono District, Division of Surigao del Norte. Specifically, it aimed to answer the level of proficiency of the English speaking skills of the students who watched and did not watch K-drama as to vocabulary, and grammar since these two were the skills directly affected in watching Korean Dramas. It also looked into the significant difference in the level of proficiency of the two speaking skills, vocabulary and grammar of students who watch K-drama and of those students who did not watch. Furthermore, it also aimed to look into the significant relationship of vocabulary and grammar in speaking English.*

*The causal-comparative research design was used in the study. The respondents were the 407 students from the 449 overall populations of the junior high school students of Malimono National High School. The research used a researcher-made questionnaire and a rubric for the assessment of the students speaking skills which has undergone validation and reliability testing. The statistical tools used in the study were the frequency count and percentage distribution, mean and standard deviation, and the T-test.*

*Based from the results, this study found out that there is a significant difference on the weighted means of the respondents who watch K-dramas across all areas of speaking, pronunciation (3.34), vocabulary (3.07), grammar (3.14), and fluency (3.18), respectively, were higher than the mean of the respondents who watched K-Dramas which has a weighted mean in pronunciation (2.97), vocabulary (2.77), grammar (2.87), and fluency (2.88) but not on their level of proficiency.*

*Considering the findings, the following conclusions were drawn; the level of proficiency of the speaking skills of students who did not watch K-drama is the same as to those who watch. However, as shown in their mean, students who did not watch the show has higher mean than those who watch. This means that when there is language interference, students would not be able to exercise their English speaking skills properly. Thus, an intervention program is needed to improve the students speaking skills.*

**Keywords:** K-drama

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