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

I. INTRODUCTION

Korean Drama is a show that teenagers liked to watch today. It is produced in South Korea where it is casted by famous Korean actors and actresses who use Korean language in delivering their lines. It is very famous around the world that it even has subtitles in multiple languages to meet the needs of non-Korean viewers. Due to its popularity, Korean fashion, style and culture have impacted the lives of people worldwide. It only means that Korea has successfully made itself known across the globe (Aslan, 2019).

During the pandemic, lockdown was the best option to keep safe from the COVID-19 virus. As observed by Stanley (2020) most high school students during the time of lockdown became more interested in watching Korean drama. When students get to hook with K-dramas, they are also able to learn certain Korean expressions and phrases that later turn into sentences. Examining these crucial effects of the person's mastery on a certain language sounds plausible. In every Korean video a person watches, he/she can learn a hefty amount of the language. This gets to prove how one's brain can easily process learning especially when an individual is willing and interested to learn (Benson, Lohan &

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Barnes, 2019). Farengeli (2019) also said that the emergence of this Korean hallyu or Korean wave effect leaves a terrifying outcome to the depreciating value of the most learned language across the globe. English as the universal language is slowly losing its significant value. It is imperative that students must master how to speak English, it being the language of international communication. However, recent situation shows that high school students are becoming more involved in learning how to perfect Korean language (Manse, 2017).

Using English language to communicate increases greater knowledge in so many aspects. In fact, English is recognized as an official language in a total of 67 different countries. Imagine the job opportunities one can get if he can fluently speak and understand English (Darwin, 2017).

It appears that many studies related to the effect or impact of K-dramas to the students but none of it tackles about the speaking skills of the students during this time of pandemic, where most students settle in for a K-drama marathon. This trend is also happening in Malimono National High School.

In view of this condition, this study would like to determine how watching K-dramas impact the English speaking skills of the junior high school students. Moreover, from the result of this study, an intervention plan can be presented to improve the English Speaking Skills of the junior high students during modular and online distance learning.

II. REVIEW OF RELATED LITERATURE

Filipino high school students are expected to use English as a second language. When these students step in to junior high school they are already expected to be equipped to communicate using English language with basic to complex grammatical awareness (Beltran, 2016).

In the study about Grammatical Competence of Junior High School Students in Pangasinan National High School (Sioco and De Vera, 2018), it was concluded that the junior high school students need to sharpen their knowledge about subject-verb agreement. Although Filipino students were fully emerged into the English language, there is still a need to expound their communicative competence.

For several decades, Filipinos have been prioritizing learning English language. According to the article written by Gomez (2018), Manila war became one of the significant reasons behind the eagerness of learning English. To recall, the war started when one Filipino soldier did not stop walking when he was told to do so by the American soldier. "Halt" was the word used by the foreign soldier. According to Carmen Guerero the Filipino soldier failed to stop not because he did not hear the soldier but because he was not aware of the language being used by the American soldier. As a result, the soldier was shot to death. The event turned to be an eye opener to all Filipinos. There were Americans during that time that helped natives to learn basic English.

Singson (2016) wrote a conclusion about his study on the effect of English only policy in University of San Jose Recolletos and University of San Carlos on the students communicative competence compared to two other colleges who did not implement the same rule. All schools were located in Cebu City, Philippines. The study found out that when students had a chance to constantly practice a certain language they could achieve communicative competence compared to those who were not required to speak English in Campus.

In the article of Dizon (2017), he remarkably wrote that Filipinos who could read and write English well were more likely to get a chance to succeed. He mentioned how privileges would come to a person who knew what exactly to say using English as medium of instruction.

Students of English as a Second Language may seem hesitant to express their thoughts because of their fear to commit erroneous grammar. Grammar impedes a person to exercise their English speaking skills out of consciousness. The fear of failure, being misunderstood and grammar mistakes are the common reasons why people are afraid to speak English. This fear leads to anxiety (Fernan, 2017).

Vender (2018) elaborated that not only grammar intimidate English as a Second Language learners to speak English in public, but also their vocabulary. According to her research pertaining to the factors that affect ESL student's performance in English, he exposed that vocabulary plays a crucial role not only in speaking but also in listening, reading, and writing. In speaking, the greater number of vocabulary words is essential to understand the conversation. Engaging in an English conversation requires rich vocabularies.

Moreover, 30 Korean students who were performing well in English grammar and had been living in Washington for more than 5 years took the speaking test. Unfortunately, the results showed low performance in speaking. Although,

students were able to understand the question and had responded well, however some of their words were unrecognizable because of their poor pronunciation skills. Even if these students had already been living in an English environment, one most difficult to recover is the pronunciation skills (Yangbu, 2017).

According to Sahara (2018) limited vocabulary affects English communications skills. This is one of the major problems of students whose English is only their second language. English vocabulary is essential in order to communicate effectively and if a person has only few vocabulary words, this could affect their behavior. In addition, fluency in communication does not only convey on the ability of a person to speak spontaneously. Spoken output has to be checked in order to determine the accuracy on the element of phonology, grammar, and discourse (Fracis, 2016). One of the most important requirements in speaking is the grammar. Having an inadequate grammar is dangerous. This could lead to a negative outcome or send a different message to the receiver. Having a good grammar is necessary in order to speak fluently and confidently (Divino, 2017).

2.1 K-drama and the Filipino Students

The study of Maglasang (2019) talked about the effect of the influence of K-dramas in the lives of the Filipino teenagers. Her paper found out that Filipino youths were among the great fans of Korean pops and dramas. Korean culture took a massive part of the heart of many Filipinos. He even described Filipinos as quick imitators noticing how Filipino youngsters tried the hardest to imitate K-pop artists. They even bought Korean skin care products, styled themselves like Korean super stars, and tried to speak Korean language.

The study of Semilla and Soriano (2017) tackled about the impacts of Korean dramas among senior high school students. Their study examined why senior high school students were attracted to watch K-dramas and the factors that influenced them to patronize it. They found out that Filipino youth were attracted to the actors' and actresses' good-looking appearance. Most of them spent 5 hours watching K-dramas and because of that they learned to speak Korean language and tried to imitate Korean fashion and style.

The above-mentioned study was also related to the study of Galvez (2020) which examined the Korean language fluency of the junior high school students who were certified K-drama fanatics. The study found out that these students were able to speak and converse in Korean language. They could watch K-dramas without subtitles and could even retell the storyusing Korean language. This proves how Filipino youngsters have embraced Korean culture.

The impact of K-dramas heightened during the time of pandemic. This was proven by Aquino (2021) who studied on the most preferred leisure of every Filipino household during lockdown. It was found out that K-dramas became the most favorite leisure time of every Filipino household. These families believed that K-dramas made them feel more relaxed. They believed that K-dramas were very therapeutic during Covid-19 pandemic.

K-dramas became the most favored genre to watch for Filipinos of all ages (Martinez,2018). According to Dindi (2020), Korean language interfered the learning of English language among Filipino students. The study of Chontzi (2016) regarding language interference concluded that when a person was still in the process of mastering and learning a language and there was at the same time an interruption of another language, this could affect the learning of the first language learned.

Gandhi (2018) conducted an experimental study on how Korean language in K-dramas affects the English language skills of every student in India. The respondents were grouped into two. The first group was recognized as K-drama fanatics while the second group was never a fan. The first group of students was allowed to watch their favorite Korean series for 5 hours as well as the second group of students watched their favorite series in English for the same number of hours. After 5 hours they were given a task to retell the story using English. While retelling the story, the researcher noticed that most of the students could not speak straight English. They even tried to use Korean phrases and words in their speech. The second group of students did the same thing, and evidently, they were very fluent in speaking English.

Synthesis. Based on the review of related literatures and empirical studies, a number of studies tell about the impact of K-dramas, as well as their influence on the youth across the globe, but very few articles tackled about how K-dramas alter the communication skills, particularly in speaking, of the students in junior high school especially during this time of pandemic.

2.2 Theoretical Framework of the Study

This research was anchored on the theory of B.F. Skinner's Language Acquisition. This referred to the process by which an individual was able to learn a language which generally includes speaking, listening, writing, and overall communication. Our ability to acquire language was a unique human trait because although bonobos, a species of primate, could produce vocalization with meaning, birds could produce songs, and whales had their own version of a language, no species on earth could express an unlimited amount of abstract ideas with a limited set of symbols (gesture, words, and sounds).

The term language acquisition referred to in this study was the second-language acquisition, which refered to the junior high school students who were able to learn Korean language as an additional language apart from their native one. This language acquisition theory explained well how humans seemed to have a far more complicated and complex set of communication patterns than any other species in the world. It also was a working theory for how an individual was able to learn so quickly.

Presented in different related studies, it showed how students learned to speak Korean language by merely watching K-dramas. This theory simply explained why a certain language was easily acquired.
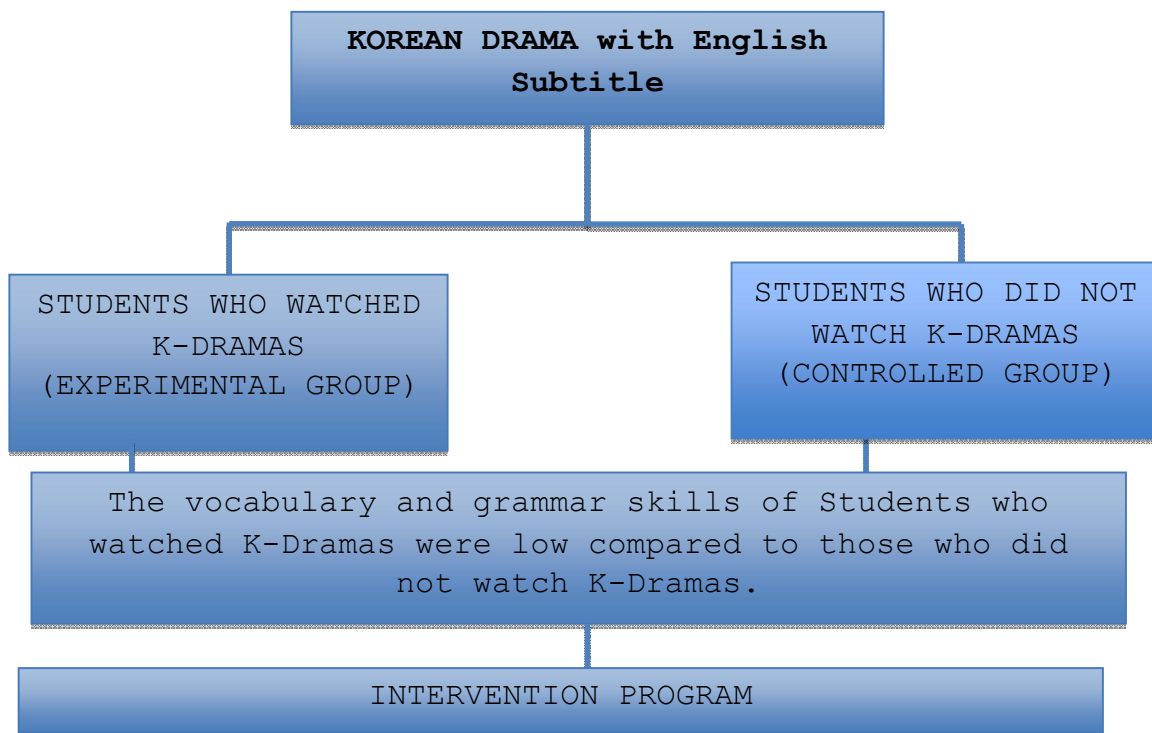

Figure 1: Paradigm of the Study

Figure 1 showed the paradigm of the study. The upper box showed the Korean Drama with English Subtitle that affects the grammar and vocabulary in speaking English of the junior high school students. The next two boxes showed the respondents of the study. On the left was the experimental whose grammar and vocabulary were likely to be affected by the K-dramas. They were also the junior high school students who watch Korean Dramas on a regular basis. The right box showed the controlled group. These were the junior high school students who did not watch nor exposed to Korean Dramas. Both the experimental and the control groups were tasked to perform the speaking test after which their scores were tallied, computed, analyzed and compared. The second to the last box showed the result of their performance. Finally, the last box presented the Intervention Program dedicated to those students/ group who scored low in both vocabulary and grammar.

2.3 Statement of the Problem

This study determined the influence of Korean drama on the English speaking Skills of the Junior High School students of Malimono National High School, S.Y. 2021-2022. Specifically, it answered the following:

1. What is the level of proficiency of the English speaking skills of the students who watched Korean drama in terms of:

1.1 Vocabulary

1.2 Grammar?

2. What is the level of proficiency of the English speaking skills of the students who did not watch Korean Drama in terms of the variables cited in Problem 2?

3. Is there a significant difference in the level of proficiency on speaking skills of students who watch Korean Drama and those who did not watch?

4. Is there a significant relationship between the vocabulary and grammar skills of the students who watch and did not watch K-Dramas?

5. Based on the results of the study, what recommendations on English communication skills maybe given?

2.4 Hypotheses

Ho1: There is no significant difference in the level of proficiency on English speaking skills of students who watched K-dramas and those who did not watch.

H_02: There is no significant relationship between grammar and vocabulary in speaking English.

2.5 Significance of the Study

The outcome of this study was deemed beneficial to the field of Education particularly in the contexts of English language and English speaking skills. Specifically, it would be significant to:

- **School Administrators.** The study would add knowledge to the school administrators specifically in crafting specific rules that would encourage students to speak English inside the campus.
- **English Teachers.** This study would serve as a guide for English Teachers which helped them determine how to help their students improved their speaking skills in English.
- **Parents.** This study would provide awareness to parents regarding their children's preference on Korean drama.
- **Junior High School Students.** The results of the study would provide information to students about the possible effects of watching too much K-dramas on their English speaking skills.
- **Future Researchers.** The outcome and recommendations of the study would enable them to gain information and insights about the problem being studied and if they would like to make further study, it would serve as an essential reference for them.

2.6 Scope and Limitation of the Study

- **Focus.** The focus of this study was delimited to the impact of watching Korean Dramas to the English speaking skills of the Junior High School students in Malimono National High School.
- **Source of Data.** Data came from the responses of the Junior High School students in Malimono National High School.
- **Time and Place.** The student-respondents were coming from Malimono National High School of Malimono District, Division of Surigao del Norte enrolled this school year 2021-2022.
- **Definition of Terms**
- To facilitate better understanding of the study, the following terms are defined conceptually and operationally:
- **Communicative Competence.** This is the ability of learners to communicate comprehensively using words and rules, appropriacy, cohesion, and coherence. In this paper, this refer to the grammatical, sociolinguistic, discourse and strategic ability of the JHS students.
- **Grammar.** It is the structure of language that includes the element of sound, words, and sentences. Operationally, this refer to the correct usage of the rules of the language.

- **Impact**. It is the contribution of a certain effect to the academic research. In this paper, thisrefers to the effects of Korean drama to the English speaking skills of the JHS students of Malimono National High School.
- **K-dramas.** These are Korean television series in the Korean language, made in South Korea. This show is very popular among Junior students in Malimono National High School.*Crush Landing On You, Endless Love*, and recently, *All Of Us Are Dead* were just some of the many K-dramas that became famous to youngsters.
- **Learning.** This is referred to being able to learn Korean language while at the same time watching the Korean series.
- **Speaking Skills.** Conceptually, this refers to the ability of a human to communicate effectively. Operationally, this refers to the ability of the Junior High School Students to convey information or messages orally and in a comprehensible way.
- **Vocabulary.** This refers to the words used by the speaker to communicate effectively. In this paper, this refers to the words used by the junior high school students in speaking.

III. RESEARCH METHODS

This chapter presents the research design, research environment, respondents, research instrument, ethics and data gathering procedure and data analysis employed in the course of the investigation.

3.1 Research Design

In order to determine the general findings of the impact of Korean dramas to the student's English speaking skills, this research study utilized causal-comparative research design. According to Sonny (2015) the purpose of causal comparative research is to determine the cause-effect relationship between a dependent and independent variable. This research design could immediately ameliorate to answer all research problems through relevant and accurate information and findings regarding the impact of Korean dramas to the English speaking skills of the junior high school students in Malimono National High School S.Y. 2021-2022.

3.2 Research Environment

The study was conducted in Malimono National High School, DepEd, Surigao del Norte Division. Plate 1 presents the map of the Municipality of Malimono which depicted the research locale.
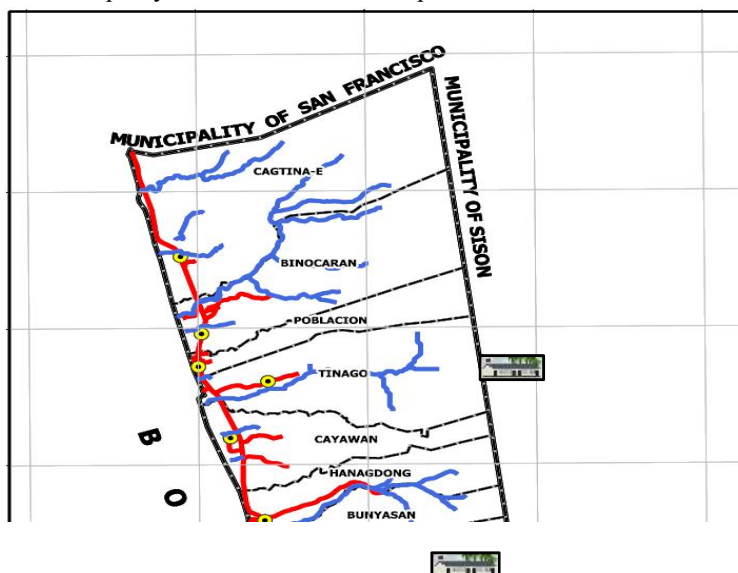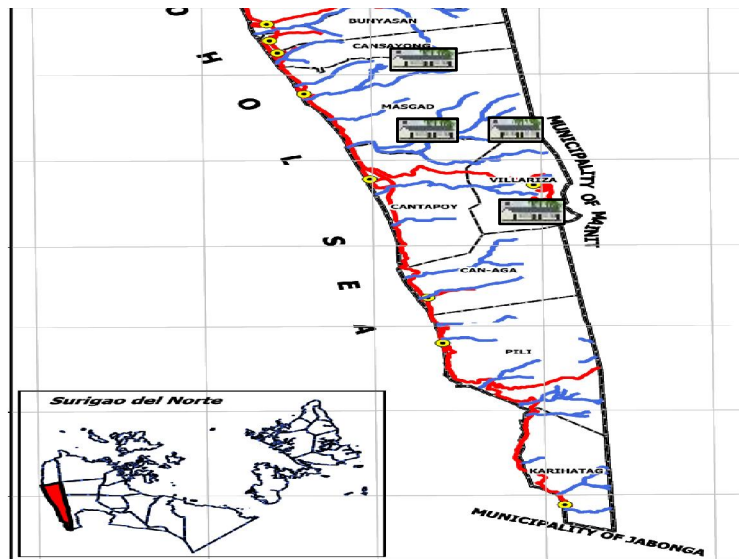
Plate1: Research Locale

3.3 Respondents

The respondents of the study were the 407 junior high school students of Malimono National High School. The students were grouped into two groups, the controlled and the experimental group. The controlled group were classified as those students who did watch K-Drama since the beginning of the pandemic, while the experimental group were those students who were fanatic and who watched K-Dramas all throughout the pandemic.

Table 1 presents the distribution of the respondents.

Table 1: *Distribution of Respondents*

Grade Level	Population	Sample Size	Students who Watched K-Drama	Percentage	Students who did not watch K-drama	Percentage
Grade 7	109	99	72	17.69	27	6.63
Grade 8	133	120	78	19.16	42	10.32
Grade 9	105	95	69	16.95	26	6.39
Grade 10	102	93	66	16.22	27	6.63
Total	**449**	**407**	**285**	**70.02**	**122**	**29.98**

The table above shows that out of 449 students, only 407 are actually tested. Specifically, sample sizes are taken as follows: 99 out of 109 Grade 7 students; 120 out of 133 Grade 8 students; 95 out of 105 grade 9 students, and 93 out of 102 Grade 10 students, respectively. Out of 99 Grade 7 students, 72 (17.69%) have watched K-Dramas, while 27 (6.63%) have not watched; Out of 120 Grade 8 students, 78(19.16%) have watched K-Dramas, while 42 (10.32%) have not watched; Out of 95 Grade 9 students, 69 (16.95%) have watched K-Dramas, while 26 (6. 39%) have not watched; and out of 93 Grade 10 students, 66 (16.22%) have watched K-Dramas, while 27 (6.63%) have not watched. In summation, out of 407 students across all levels, 285 (70.02%) have watched K-Dramas, while 122 (29.98%) have not watched the K-Dramas.

A total of 42 students are not able to return their questionnaires neither their videos.

3.4 Research Instrument

This study used a researcher-made questionnaire (Appendix A) to assess the students-respondents' level of proficiency on English speaking skills in terms of vocabulary and grammar. These skills were determined through the following genres: Introduction and Interview, Individual Long-Turn, and Discussion. These genres were actually the speaking

tasks or activities that students have gone through. In the Introduction and Interview, students were asked questions to test how well they could speak in English; Individual Long Turn was a task wherein the students talked about the topics which were very familiar to them and which were particularly based on their own experiences; and Discussion, which required the students to discuss or elaborate their opinions/ideas about the given topic. A standardized rubric was used to rate each of those speaking skills.

To test if the questionnaire was valid and reliable, the following areas were considered:

- **Validity.** The instrument was subjected to content validation by panel of experts who were from the institution. They were given a validation questionnaire to assess items which was based on certain criteria.
- **Reliability**. After passing validation test, pilot testing was administered to test the questionnaire's reliability. In the pilot testing, one speaking video of a non-respondent high school student were rated twice by ten English teachers with an interval of two days after the first trial was given. During those two trials, the speaking performance of the student was rated using the rubric prepared by the researcher. Result in the run-rerun for speaking skills were reliable as shown in Appendix E hence worthy to be administered to the target respondents.

3.5 Ethics and Data Gathering Procedure

The researcher crafted a speaking test questionnaire and a rubric that was used in assessing and rating the English speaking skills of the students. Then, the said questionnaire and rubric were printed. The instrument was validated by the panel of experts from the institution. Rubric became the instrument in rating the English speaking skills of students with the English teachers and the researcher herself as raters.

A letter of request was sent to the Division Chair of the Graduate School (Appendix B) for the conduct of the said research study. Another letter of request was sent to the Office of the Schools Division Superintendent of the Department of Education in the Province of Surigao del Norte and to the district supervisor and the principal of the school covered in the study.

Upon approval, the administration of the instrument was carried out to assess the respondents' English speaking skills. The researcher coordinated with the advisers as well as their English teachers for the easy and fast dissemination of the questionnaire which was through their class group chat in messenger. But before the dissemination happened, the researcher explained to the advisers the instructions given in the questionnaire. Part 1 and 2 of the instrument were paper-based, meaning, their responses could be written in the questionnaire itself. However, the students' response in part 3 has to be self-recordedin a video format for marking purposes. The hardcopy of the questionnaires were given during the scheduled day for the release of their modules which happened every Monday.

Once their speaking videos were sent to the researcher's messenger account, or shared through her Shareit and Bluetooth, the questionnaires were also retrieved. The speaking outputs were then rated by the researcher herself, together with the 4 English teachers using the speaking rubric. All of the students' responses from the three parts of the questionnaire were tallied, analyzed and interpreted.

3.6 Data Analysis

In order to obtain accurate and precise information, the data collected were analyzed and interpreted using the following statistical tools:

Mean and Standard Deviation. This tool is used to determine the level of proficiency of the English speaking skills of Junior High School Students of Malimono National High School based on the parameters.

Scale	Parameter	VI	QD
5	4.51-5.00	Excellent	Very Highly Proficient
4	3.50-4.50	Very Satisfactory	Highly Proficient
3	2.51-3.49	Satisfactory	Proficient
2	1.50-2.50	Less Satisfactory	Less Proficient
1	1.00-1.49	Poor	Not Proficient

T-test. This was used to determine the significant difference on the level of English speaking skills of the students who watched the K-drama and those that who did not watch.

IV. RESULTS AND DISCUSSION

This section contains the results and discussions of the data following the sequence of questions posted in the Statement of the Problem.

Profile of the Junior High School Students

Table 2: Profile of Junior High School Students

Profile		f(n=407)	Percent
Sex	Male	166	40.79
	Female	241	59.21
Family Monthly Income	Less than Php 5,000	28	6.88
	Php 5,000 -Php 9,999	198	48.65
	Php 10,000 - Php 14,999	87	21.38
	Php 15,000 - Php 19,999	47	11.55
	Php 20,000 and above	47	11.55
Year Level	Grade 7	99	24.32
	Grade 8	120	29.48
	Grade 9	95	23.34
	Grade 10	93	22.85
Watching K Drama	Watching	285	70.02
	Not Watching	122	29.98

The data presented in Table 2 are the distribution of the respondents according to their profile. The data shows that 166 of the respondents are male which represented the 40.79% and 241 are female representing the 59.21%. The data also shows that 28 of the family of respondents earn less than 5000.00 a month which represents the 6.88%, 198 or 48.65% percent earned 5000.00 – 9999.00, 87 or 21.38% percent earned 10000.00 – 14999.00, 47 or 11.55% percent earned 15000.00 – 19999.00, and another 47 of the respondents or 11.55% percent earned 20000.00 and above. On the other hand, it reveals that 99 or 24.32% of the respondents are in 7th grade, 120 or 29.48% in 8th grade, 95 or 23.34% percent in 9th grade, and 93 or 22.85% are in 10th grade. Further the data also revealed that 70.02 or 285 of the respondents watch Korean dramas, and 122 or 29.98% have not.

Average Speaking Skills of Junior High School Students

Table 2 below presents the average speaking skills of Junior High School Students in general.

Table 2. Average Speaking Skills of Junior High School Students

Genre	Criteria	Mean	SD	Description
Introduction and Interview	Vocabulary	2.80	0.85	Satisfactory
	Grammar	2.93	0.82	Satisfactory
Individual Long Turn				
	Vocabulary	2.81	0.84	Satisfactory
	Grammar	2.97	0.86	Satisfactory
Discussion				
	Vocabulary	2.96	0.82	Satisfactory
	Grammar	2.95	0.93	Satisfactory

Average				
	Vocabulary	2.86	0.77	Satisfactory
	Grammar	2.95	0.81	Satisfactory

The data in Table 2 show the average level of proficiency on the speaking skills of junior high school students who watch and who do not watch Korean dramas as rated during the Introduction and Interview, Individual Long Turn, and Discussion activities.

During the introduction and interview, the respondents are rated in terms of their vocabulary and grammar. It reveals that the students are rated *satisfactory* in the level of proficiency on speaking skills, with a mean 2.80 for vocabulary and 2.93 for grammar. In individual long turn, the students are also rated *satisfactory*, with a mean of 2.81 for vocabulary and 2.97 for grammar. Meanwhile, they are also rated *satisfactory* in their discussion with a computed mean of 2.96 for vocabulary and 2.95 for grammar. These results tell that the respondents are proficient in terms of their level of proficiency on speaking skills.

With the aforementioned mean in every part of the speaking test, it can be said that in terms of theirvocabularythe respondents used limited vocabulary to communicate in most social and academic contexts. According to Sahara (2018) limited vocabulary affects English communications skills. This was one of the major problems of students whose English is only their second language. English vocabulary was essential in order to communicate effectively and if a person has only few vocabulary words, this could affect their behavior.

On the other hand,the respondents accurately made simple structures but only made little attempt at complex ones which goes to show their limited knowledge on grammar to form a complex and meaningful sentence. In the study about Grammatical Competence of Junior High School Students in Pangasinan National High School (Sioco and De Vera, 2018), it was concluded that the junior high school students need to sharpen their knowledge about subject-verb agreement. Although Filipino students are fully emerged into the English language, there is still a need to expound their communicative competence.

Speaking Skills of Junior High School Students Who Watched Korean Drama

The succeeding table shows the level of proficiency of Junior High School Students who watched Korean Drama as to their speaking skills, namely: vocabulary and grammar.

Table 3: Level of Proficiency of Junior High School Students Who Watched Korean Drama as to Speaking Skills

Genre	Criteria	Mean	SD	Description
Introduction and Interview				
	Vocabulary	2.69	0.74	Satisfactory
	Grammar	2.86	0.78	Satisfactory
Individual Long Term				
	Vocabulary	2.72	0.74	Satisfactory
	Grammar	2.91	0.84	Satisfactory
Discussion				
	Vocabulary	2.89	0.76	Satisfactory
	Grammar	2.85	0.89	Satisfactory
Average				
	Vocabulary	2.77	0.67	Satisfactory
	Grammar	2.87	0.77	Satisfactory

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As depicted in Table 4, the level of proficiency as to speaking skills of Junior High School students who watched Korean drama during the introduction and interview is *satisfactory*. Specifically, the respondents are rated *satisfactory* in terms of their vocabulary (2.69)and grammar (2.86) In individual long turn, the respondents were also rated *satisfactory* in terms of vocabulary (2.72) and grammar (2.91). Similarly, the respondents are also rated *satisfactory* during discussion as follows: vocabulary (2.89) and grammar (2.85) Since these results are just "satisfactory," it tells that the respondents are "proficient" in terms of the level of proficiency.

It is worthy to note that the results are not "Outstanding" or "Very Satisfactory." Based on the introduction and interview, students are not able to perfectly or clearly articulate their answers, but not in a way that disrupts comprehension. The respondents may have struggles in yet when they still try to communicate in English which means they are understood. Vocabulary wise, the respondents are noted to use limited vocabulary to communicate in most social and academic contexts. On the other hand, the respondents accurately made simple sentence structures but only made little attempts at complex ones.

Speaking Skills of Junior High School Students Who Did Not Watch Korean Drama

Table 4 below showed the level of proficiency of Junior High School Students who did not watch Korean Drama as to their speaking skills, namely: pronunciation, vocabulary, grammar and fluency.

Table 4: Level of Proficiency of Junior High School Students Who Did Not Watch Korean Drama as to Speaking Skills

Genre	Criteria	Mean	SD	Description
Introduction and Interview	Vocabulary	3.06	1.01	Satisfactory
	Grammar	3.09	0.89	Satisfactory
Individual Long Term	Vocabulary	3.03	1.00	Satisfactory
	Grammar	3.12	0.91	Satisfactory
Discussion	Vocabulary	3.11	0.93	Satisfactory
	Grammar	3.20	0.99	Satisfactory
Average	Vocabulary	3.07	0.94	Satisfactory
	Grammar	3.14	0.87	Satisfactory

The data show that during the Introduction and Interview, the respondents are rated *satisfactory* for vocabulary (3.06) and grammar (3.09).During the Individual Long Turn, they are also rated *satisfactory* in their vocabulary (3.03)and grammar (3.12). During the Discussion, they are as well rated *satisfactory* in terms of vocabulary (3.11)and grammar (3.20.

With the aforementioned means and standard deviations, though interpreted *satisfactory*, the ratings across all areas of speaking are higher than the ratings of the respondents who watched K-Dramas. In terms of vocabulary, the respondents has limited on this aspect. Moreover, the respondents only make simple sentence structures during speaking and have little attempts at complex ones.

Table 6: Difference in Speaking Skills of Junior High School Students Based on Status of Watching Korean Drama

Criteria	t	P	Decision	Interpretation
Vocabulary	13.05	3.4E-04	Rejected	Significant
Grammar	9.53	0.002	Rejected	Significant

Table 6 presents the test of significant difference between the level of proficiency in terms of speaking skills of Junior High School students who watch and do not watch Korean drama. The data also reveal that there is a significant difference in the level of speaking proficiency in terms of vocabulary by looking at its p-value of 3.4E-04 which is less than the 0.05 level of significance.

Meanwhile, there is also a significant difference between the two groups in terms of the speaking skills as to grammar based on the p-value 0.002 which is less than the 0.05 level of significance.

Korean language have different grammatical constructions and are far too different from the manner English statements are constructed. The respondents who always watch Korean drama may have been influenced with how the words and phrases are put together in Korean language. Since these respondents are in to Korean drama, they are well-adjusted to Korean language, and have weakened their foundation in English language.

Table 7: Relationship of Speaking Skills in terms of Vocabulary and Grammar of the Respondents

Criteria	r	P	Decision	Interpretation
Watching	0.7494	7.74079E-53	Rejected	Significant
Not Watching	0.7968	3.98261E-29	Rejected	Significant

Table 7 presents the test of relationship between the vocabulary and grammar skills of the respondents. Using Pearson r, it has been found that there is sufficient evidence to claim that the association of the vocabulary and grammar skills of the respondents is relatively large in number; watching (0.7494), and not watching (0.7968). To note, the computed of the respondents who are watching and not watching are closer to 1, thus it is conclusive that they are and we have to reject the null hypothesis In support are the p-values in the following; watching (7.74079E-53), and not watching (3.98261E-29, which are less than the 0.05 level of significance.

Vocabulary and grammar are two different areas in teaching and learning languages. Though they are different, it is common in the course of language; these two are seen to be essential in one another. Learning grammar without sufficient vocabulary is difficult in the sense that the students could not express their own ideas. On the other hand, it is also difficult to understand the context without correct grammar. Vocabulary and grammar work hand in hand. As the trend goes, without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Table 8: Speaking Skills of Junior High School Students per Status of Watching Korean Drama

Criteria	Status of Watching K-Drama	Mean
Vocabulary	Watching	2.77
	Not Watching	3.07
Grammar	Watching	2.87
	Not Watching	3.14

Table 8 presents the mean difference of both respondents who watch Korean Drama and of those who did not watch across all areas of speaking. In vocabulary, the mean of those who did not watch K-drama is higher than those who are watching which hasthe mean of 3.07 and 2.77, respectively. Moreover, their mean in grammar is 3.14 for those who do not watch and 2.87 for those who watch which prove that the mean of those who do not watch K-drama remains higher than those who watch.

The English language and Korean language are two very distinct languages. Both vary in vocabulary and grammar. People who are more exposed to Korean dramas tend to adapt how the Korean language is spoken and used in conversations. This is true on the theory of B.F. Skinner's Language Acquisition that proves our ability to acquire

language is definitely a unique human trait. This language acquisition theory explains well how humans seem to have a far more complicated and complex set of communication patterns than any other species in the world. It also is a working theory for how an individual is able to learn so quickly. They become familiar and used to on how it was delivered. These make changes later on when they speak and use the English language compared to those who are non-watchers of Korean dramas.

Furthermore, Bitcher (2019) elaborated the benefits of watching English- subtitled K-dramas. However, she also emphasized specific red flags upon its popularity among youngsters especially for those fanatic students. She mentioned also that K-dramas not only influenced the young generations' fashion but also these youngsters were found to adapt Korean language. This became the hindrance to how they have to master their skills in English. Too much adherence to K-dramas enabled learners to delay their mastery in the English language, which become a disadvantage. This idea affirmed by Simpson (2019) when he discovered that a group of students who excluded themselves to Korean wave generation were found to be more fluent in English. When these groups were interviewed and instructed to only use English when answering the questions, their grammar and speaking abilities were impressive. He said that students who were not a fan of K-drama are less destructed in learning the English language.

V. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

The study looked into the influence of Korean drama on the Vocabulary and Grammar in speaking English of the Junior High School students of Malimono National High School, S.Y. 2021-2022. 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 their vocabulary and grammar. It also looked into the significant difference in the level of proficiency of the students who watch K-drama and of those students who did not watch.

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 self-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.

5.2 Findings

The study revealed that:

- The level of proficiency of the speaking skills as to vocabulary and grammar of the students who watched Korean dramas is rated *satisfactory* andfallsunder *proficient* level .
- The vocabulary and grammarof the students who did not watch Korean drama were still rated *satisfactory* and in the *proficient* level as well; however, this group of students has a more improved weighted mean.
- There is significant difference in the level of proficiency of the speaking skills in English between those who watched Korean Dramas and those who did not watch in terms of their vocabulary and grammar.

5.3 Conclusions

K-Dramas totally influenced the speaking skills of the Junior High School students in terms of their vocabulary and grammar skills. This was observed in the result presented. Although, there was only a slight difference between those who did not watch K-Dramas, however the effect is still valid. This went to show how the English speaking skills of a student could be influenced through too much exposure in K-Dramas. Language interference has a serious effect especially to those who were yet to learn or achieve mastery of the second language. If this exposure would continue to influence the JHS students in Malimono National High School, there might be a possibility that their level of proficiency would decrease.

5.4 Recommendations

After thoroughly analyzing the findings and conclusions, the following recommendations are offered:

- **School Administrators.** School administrators could create a program that will encourage students to speak English in the campus.

- **English Teachers.** They could initiate a "Speaking English" campaign to all Junior High School students in the campus. Through this initiative, students would be able to exercise their speaking skills in English even if they watch Korean dramas. In addition, teachers could also encourage students to watch informative English movies in order to enhance their pronunciation, vocabulary, grammar, and fluency in English. Moreover, they must help students who are struggling in English, so that their performance will become very satisfactory or outstanding.

- **Parents.** Parents must encourage their child to speak English even at home. They can also help their child find good English movies to watch that will enhance the English speaking skills of their child.

- **Junior High School Students.** They must pursue watching English movies not just K-dramas. They have to learn to appreciate English movies in order to polish their English speaking skills.

- **Future Researchers.** Future researchers must conduct related study in relation to this research. If there is a dearth of materials which they found in the conduct of this study they can start exploring it using their own study.

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Appendix A

Research Instrument

Questionnaire

IMPACT OF KOREAN DRAMA ON ENGLISH SPEAKING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS

PART I. Profile of the Students

Direction: Please provide your personal details below. Write it on the blank.

Personal

Sex: _____

Family Monthly Income: _____

Year Level: _____

Part II. Average time spent watching K-dramas in a week (hrs.)__

PART III. THE SPEAKING TEST

General Instruction: The Speaking test is divided into 3 parts. Each part is different in terms of the given tasks. Please have a record/video of yourself while doing each of the tasks. Send your video to the facilitator/researcher through messenger, Bluetooth or shareit, whichever you prefer, after you have done all the tasks. If you would have it through messenger, send it to this account **Annabelle Carbon Miranda** using this file format: School_surname_part1 if you are submitting your output for part 1, School_surname_part2 for part 2, and School_surname_part3 for part 3.

Part 1- Introduction and Interview 4-5 minutes

Questions

Introduce yourself. This must include your name, age, grade level and some details about yourself.

What ambition do you have in life? How do you see yourself ten years from now?

If you would be given a chance to travel would you want to travel abroad or in your own country?

4. Do you think traveling to another country can change the way people think?

5. Do you think it is good for a student like you to experience life in a foreign country?

Part 2- Individual Long Turn 3-4 minutes

Describe a time of the day you like.

You should say:

• what time of day it is

• what you do at that time

• who you are usually with

• and explain why you like it.

Part 3- Discussion 4-5 Minutes

Topic : Weather

1.What's the weather like today?

2.What's your favorite weather?

3.Do you like the weather in the Philippines?

4.Does the weather ever affect the way you feel?

SPEAKING ASSESSMENT RUBRICS

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	Pronunciation	Vocabulary	Grammar	Fluency
5	Almost all individual sounds are well articulated with effective use of stress, intonation, accent and proper phasing.	Uses sophisticated vocabulary in a variety of contexts.	Uses accurate, appropriate and varied grammatical structures.	Speech is very natural, without hesitation and disruption for correct form of expression.
4	Most individual sounds are well-articulated but shows difficulty sometimes	Uses varied descriptive language , possibly including native-like phrasing and/or idiomatic expressions	Most structures are accurate but finds difficulty in using complex ones	Uses fluent connected speech, occasionally disrupted by search for correct form of expression.
3	Some individual sounds are not properly or clearly articulated but not in a way that disrupts comprehension.	Uses vocabulary sufficient to communicate in most social and academic contexts.	Simple structures are mostly accurate but only made little attempt at complex ones.	Speech is connected but frequently disrupted by search for correct form of expression
2	Many individual sound are poorly articulated; pronunciation causes misunderstanding	Uses vocabulary sufficient to express needs and feelings and responds in familiar contexts.	Simple structures are often inaccurate, and inappropriate. Did not attempt to use complex structures.	Speech is frequently hesitant with some long pauses. Volume is soft, almost inaudible.
1	Impossible to understand at all.	Uses only basic vocabulary with possible use of first language.	Structures are poorly constructed and impossible to understand.	Speech is disconnected and difficult to follow/comprehend.

Scale	Parameter	VI	QD
5	4.51-5.00	Excellent	Very Highly Proficient
4	3.50-4.50	Very Satisfactory	Highly Proficient
3	2.51-3.49	Satisfactory	Proficient
2	1.50-2.50	Less Satisfactory	Less Proficient
1	1.00-1.49	Poor	Not Proficient

Appendix C

Reliability of Research Instrument

Criteria	r-value	Interpretation
Pronunciation	0.76	Reliable
Vocabulary	0.81	Reliable
Grammar	0.80	Reliable
Fluency	0.81	Reliable

PROPOSED VOCABULARY AND GRAMMAR INTERVENTION PROGRAM FOR IMPROVING THE ENGLISH SPEAKING SKILLS OF THE JHS STUDENTS IN MALIMONO NATIONAL HIGH SCHOOL,S.Y. 2021-2022

Rationale

It was revealed in the study that the vocabulary and grammar in speaking English of the JHS students in Malimono National High School has been affected due to too much exposure in K-Drama.

English is one of the most essential subjects in the academe, where students are expected to perform well. Specifically, vocabulary and grammar are seen to be the two most challenging to master not to mention the difficulties in remembering grammatical rules and the tricky vocabularies.

Watching K-Dramas interfere both the vocabulary and the grammar skills of the students. This become the problem not only to the teachers in English but also to the academe. As viewed in this research, after pandemic JHS students show unideal performance in both of their vocabulary and grammar, which could possibly get worse if not intervened.

The influence of K-Drama to the vocabulary and grammar in the English speaking skills of the JHS students has shown negative impact compared to those who do not watch K-Drama.

This proposed program is viewed to improve the vocabulary and grammar of the JHS students to harness their English speaking skills before they get back to face-to-face learning.

Program Objectives:

The proposed intervention program aims to achieve the following:

1.Vocabulary and grammar enhancement of the JHS students in order to better facilitate their English speaking skills.

2.Identify the needs of the JHS students in terms of their difficulties in grammar and vocabulary.

3. Assess theability of the JHS students to speak English all throughout their English class and even other subjects which medium of instruction is English.

PROPOSED VOCABULARY AND GRAMMAR INTERVENTION PROGRAM FOR IMPROVING THE ENGLISH SPEAKING SKILLS OF THE JHS STUDENTS IN MALIMONO NATIONAL HIGH SCHOOL ,SY 2021-2022

KEY RESULTS AREA	OBJECTIVES	ACTIVITIES/ PROCEDURES	TIME FRAME	RESOURCES	PERSONS INVOLVED	EXPECTED OUTCOME
Vocabulary in English Speaking	To engage students in actively thinking about word meanings, relationships among words, and how to	Many real games work well for vocab play and practice. Games such as Scrabble, Blurt, Bananagrams, Word Bingo, Word Search,	Whole year round	MOOE Funds	English Teachers	An improved vocabulary. Students will feel more confident with their

	use words in different situations.	and Crossword Puzzle. There are also online games, such as Scholastic's Synonym Toast.				words when speaking English.
Grammar Construction in English Speaking	To enable students to assimilate the correct patterns of the language and to develop their mental abilities of reasoning and correct observation.	Combine grammar instruction with appealing new vocabulary words. Frame the grammar mini-lesson with free writing.	Whole year round	MOOE Funds	English Teachers	Improved Grammar. Students will be able to construct complex sentence when speaking English
JHS Students Competence in English Speaking	To enhance student's ability in English speaking	Create stack of topic cards for students, so that each student will have their own card to talk about. Role Play. Students get to speak on their role.	Weekly Every Quearter	MOOE funds Personal Income/ Salary MOOE funds Personal Income/ Salary	English Teachers	More competent to Speak English with improved vocabulary and grammar.