

# K-POPERS' AND K-DRAMA LOVERS' ENGLISH VOCABULARY MASTERY

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## Abstract

In this era, K-pop and K-drama are spread well around the world, including Indonesia. Most of the K-poppers and K-drama lovers are teenagers or still in their study. Studying is not only done in the classroom but also from outside of the classroom through some techniques. Every student has their own technique in learning. In this case, K-poppers and K-drama lovers learn English vocabulary through their activities. The purpose of this study was to find out how K-poppers and K-drama lovers master in English vocabulary and compare their English vocabulary mastery. By using mix-method design, the data was gotten from questionnaire, interview and test. The findings show that the techniques of K-poppers and K-drama lovers used English subtitled videos/dramas, chatting with international fans and fangirling over their idols in English language articles to master English vocabulary. Besides, K-poppers have higher mastery of English vocabulary than K-drama lovers. Then, the K-poppers' higher mastery of English vocabulary is as high as their intensity of fangirling activities. The implications of this research can be a knowledge for the teacher to give more attention in the learning variations or process of their students.

**Keywords:** K-pop, K-drama, Vocabulary Mastery; Learning Techniques; English Subtitle

## INTRODUCTON

The development of mass media has significant role in developing Korean wave in Indonesia. According to kumparan's survey (2017), 57% of K-Poppers are teenagers in 12<sup>th</sup>-20<sup>th</sup>, 42% fans are in their 21<sup>th</sup>-30<sup>th</sup>, and 1% of them are 30th above. Indeed, Indonesia has many teenagers fans who are in their

study time. Agatep (2016) states that K-Pop music plays an important role in the lives of students in which they are making effort in memorizing K-pop lyrics, and put the efforts into learning or finding the meaning of the song. To find its meaning, they need subtitles, and the most of them are in English language translation.

K-poppers and K-drama lovers have their own technique to learn English vocabulary through their hobbies. Diana (2016) said that K-Poppers and K-drama lovers are active enjoying activities related to K-pop/K-drama. There, they find so many English language vocabularies in subtitles from the translation which they must have to understand the meaning of every idols do and said. Indeed, they master in English vocabulary through using English subtitle.

K-poppers and K-drama lovers learn English vocabulary use subtitles in every fangirling activities. According to Sabouri (2015), learners who had watched English subtitled movies in classrooms had performed better in the vocabulary achievement test and their scores increased significantly. So, using English subtitle improves students' English vocabulary mastery.

In line with Sabouri, Muntane (2016) also stressed that intralingual subtitles application has beneficial effects come at a cost in plot comprehension. Indeed, using English subtitle improves English vocabulary mastery. Indeed, English subtitles which they faced everyday in fangirling activities makes them to be master in English vocabulary.

Though some previous studies about English subtitle have been done by some researchers, there is not yet a research about K-poppers' and K-drama lovers' mastery in English vocabulary using English subtitle. This study is set out to describe the way K-poppers and K-drama lovers vocabulary mastery. To guide the exploration, we posed the following questions: (1) How do K-Poppers and K-drama lovers master in English vocabulary?; (2) Which one does have higher mastery of vocabulary, K-Poppers or K-drama lovers?

The benefit of this study give the explanation about how K-poppers and K-drama lovers master in English vocabulary and the comparison between them. The implication of this reserach gives a knowledge for the teacher to give more attention in the learning variations or process of their students.

## **METHOD**

This study uses mix-method design using sequential exploratory strategy which contain both qualitative and followed by quantitative data. In this research, the data is collcted from questionnaire, interview and vocabulary test. The questiionnaire and interview is done to answer how K-poppers and K-drama lovers master in English vocabulary. The vocabulary test is used to compare their mastery in English vocabulary.

The data from interview was obtained from 40 students which divided into two groups, 20 K-poper students and 20 K-drama lover students.

## **FINDINGS AND DISCUSSION**

The data obtained from questionnaire, interview and vocabulary test give clear explanation about K-poppers and K-drama lovers English vocabulary mastery which they learn from their fangirling activities.

The survey from questionnaires and interviews to K-poppers and K-drama lovers indicates that they find English vocabularies from their activities. The questionnaires from K-poppers respondents shows that 90% K-poppers focus on idols in which they follow all the idol activities rather than only enjoying their songs, 80% often do fangirling activities using English language, 85% watching videos related to their idols use English subtitle, 90% K-poppers look for news in every

website, 75% K-popers join international group chat in which they chat with international fans using English language, 90% K-popers follow international fansite/fanbase where they can know about their idol specifically and more update news, photos, and videos, 80% K-popers join in netizen discuss forum such as pannchoa and netizenbuzz which use English language, 55% K-popers are active giving comments in those fangirling activities above in which they gain more English vocabularies to have good communication with the other fans and the tenth question, 90% K-popers make sure that they get many English vocabularies from those fangirling activitie, 75% K-popers said that they used dictionary to help them understanding new words, then 100% K-popers show that they have been more than two years become K-popers, and it means that they already have long enough time to learn English vocabulary through their activities related to K-pop. Furthermore, some of them also enjoying reading fanfiction (English language story) and playing international roleplay.

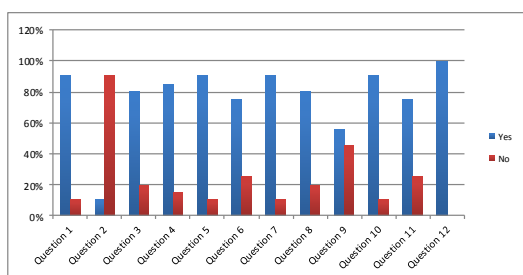


Figure 1. The questionnaire result of K-poper respondents

Then, from k-drama groups, we also took the same questionnaire and interview as K-poper respondents. It explains that 50% K-drama lovers focus on the actors/actresses in which they

follow all the idol activities and 50% enjoying their dramas only, 50% K-drama lovers often do fangirling activities using English language, 70% K-drama lovers watch dramas use English subtitle, 60% K-drama lovers look for news in every website, 40% K-drama lovers join international group chat in which they chat with international fans using English language, 35% K-drama lovers follow international fansite/fanbase where they can know about their favorite actor/actress specifically and more update news, photos, and videos, 40% K-drama lovers join in netizen discussion forum such as pannchoa and netizenbuzz which use English language, 40% K-drama lovers are active giving comments in social media in which they gain more English vocabularies to have good communication with the other K-drama lovers, 60% K-drama lovers make sure that they get many English vocabularies from those activities related to K-dramas, 50% K-popers said that they used dictionary to help them understanding new words and 100% K-drama lovers show that they have been more than two years become K-drama lovers, and it means that they already have long enough time to learn English vocabulary through their activities related to K-drama.

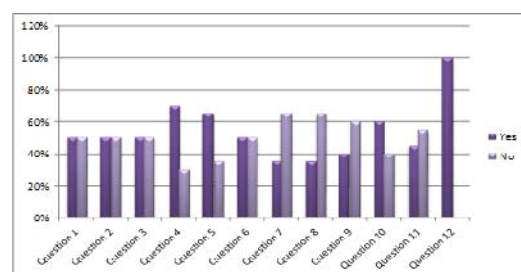


Figure 2. The questionnaire result of K-drama lover respondents

From the result of interview, K-poper students master in English

vocabulary from some fangirling activities including downloading every video related to their idol in English subtitled, such as fan meeting events, variety and TV shows; fangirling in the social media and being active giving responses to some posts in English language; had international group chats and chatting with the international fans using English. Then, they also enjoyed reading English fanfiction in Wattpad or Asianfanfics.com which will make them learn many vocabularies. Moreover, they enjoyed international role play world where they could play a role as an idol and interact with the roleplay friends and families so that certainly they have to be master in English vocabulary in order to communicate well. The high intensity of their fangirling time also influences their English vocabulary mastery in which K-popers mostly always enjoy their fangirling activities everytime in often.

Then, from the interview to K-drama lover respondents, K-drama lover students said they enjoy Korean dramas in English subtitled because the first subtitle appeared was English. Besides, they enjoy English subtitled K-drama, they also enjoy variety and TV shows, such as SBS Running Man, Happy Together, etc which were mostly subtitled in English language. Furthermore, they also seeking for the informations about K-drama and actor/actress from fanspage which the first appeared was in English language. They also said that they were more enjoy while watching with English subtitle because sometimes, there were some words which were not really suitable if they were translated to Indonesia. It is different with the K-popers which always enjoy their fangirling using English language in often while K-drama lovers using

English language in their fangirling in sometimes.

Comparing from questionnaire and interview results from the two class, it can be conclude that K-Popers has the higher amount of respondents who do the fangirling activities than K-drama lovers which influences their rate of mastery, in this case K-popers has higher mastery in English vocabulary than K-drama lovers. It is proven by the mean from vocabulary test from both groups. From the test, the data obtained were the mean of K-popers group is 82 and K-drama lovers is 76. Besides, we also used t-test to know the significant difference between both groups. It is clearly shows that K-popers has higher English vocabulary mastery than K-drama lovers.

K-poper and K-drama lover students master in English vocabulary from subtitles. In line with Sabouri (2015) that the learners who had watched English subtitled movies in classrooms had performed better in the vocabulary achievement tests and their score increased significantly. K-popers and K-drama lovers need subtitle to know everything in K-Pop video, song and K-drama which are based on Korean language. Then, the first and most appeared subtitle is English. So, willy nilly they have to accept watching videos/dramas uses English subtitle. Indeed, by the time they improve English vocabulary by enjoying videos/dramas uses English subtitle.

Beside using subtitle, K-poper and K-drama lover students are active in the social media, so that they also learn vocabulary there. As Trianasari (2017) said that the students learn using social media networking strategy achieve better score in vocabulary mastery in which they meet word again and again in new context that help increase what they know about words. K-popers and

K-drama lovers are active to look for news and interact with international fans uses social media. Certainly they use English language in their activities in social media. Indeed, K-poper and K-drama lover students be master in English vocabulary using social media strategy.

Furthermore, K-poper and K-drama lover students like reading English story to be master in English vocabulary. Shang (2013) states that reading short story can be used to improve students' achievement in vocabulary. The students could remember the vocabulary easily, not only vocabulary but also students' motivation in learning English. In this case, the K-poper and K-drama lover students like to read English fanfiction, a short story term in which the casts are K-pop idols or K-drama actor/actresses. It can be conclude that K-poper and K-drama lover students master in English vocabulary by reading English stories.

Based on the statements above, it can be concluded that K-pop and K-drama have great influences to the English vocabulary mastery of K-poper and K-drama lover students. To be master in English vocabulary, the K-poper and K-drama lover students do the fangirling activities enjoying their hobbies mostly using English subtitled songs and videos/dramas, being active in social media uses English language, and reading English fanfiction. Indeed, their fangirling activities make them to be master in English vocabulary.

By the intensity of fangirling activities, such as joining international group chat, discussion forum, and being active commenting in social media, K-popers have higher intensity of doing the fangirling activities than K-drama lovers. In line with Noviatasari (2016), student who tend to have very high learning intensity, the result of learning

can be as high as the learning intensity. As the writer mentioned before, K-popers and K-drama lovers learn English vocabulary in their own technique through their hobbies, that is fangirling activities while enjoying K-pop and K-drama. In conclusion, K-popers have higher English vocabulary mastery than K-drama lovers.

## **CONCLUSION**

K-poper and K-drama have their own ways to be master in English vocabulary by the fangirling activities they do to enjoy their hobbies. They enjoy using English subtitle while watching videos/dramas, looking for news from international website, fansites, and being active in social media and having some chat with international fans. Indeed, K-pop/K-dramas influences their good English vocabulary mastery by using their own technique to learn English vocabulary outside classroom by enjoying their hobbies

It is right that using appropriate teaching technique in the classroom will make the result of learning activities are good. By considering this result of the study, the teacher have to know that knowledge and learning is not only be done in the classroom and taught by teacher. The teacher should support their students' hobbies as far they can improve their knowledge. Certainly, teacher also have to give them a suggestion to not forget to study the other lesson. English teacher also can make a teaching technique which is based on their students' hobbies in order to make them more enjoy studying English vocabulary. Besides, students do not only depend their study on classroom and any knowledge taught by the teacher only. They have to find their way of study in order to make them enjoy studying.

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