

STUDENTS' PERCEPTION OF KOREAN WAVE IN THEIR GENERAL KNOWLEDGE OF ENGLISH

Nurhadi Kurniawan¹, Afrianto², Rumiri Aruan³,

Email: nurhadi.kurniawan5143@student.unri.ac.id, afrianto.a@lecturer.unri.ac.id, rumiri.aruan@student.unri.ac.id.

Telp : +6281276223966

*Language and Arts Department
Faculty of Teachers Training and Education
Universitas Riau*

Abstract: *This research is aimed to acquired data of students' perception of Korean Wave in their general knowledge of English listening, reading, and vocabulary as perceived by them. this research was conducted with survey and analysed descriptively. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. This method was used to get a clear picture, and to describe students' perception about the Korean Wave in improving students' general knowledge of English. The practical part of this study is conducted on junior and senior high school students who in Pekanbaru from which The sample includes fans who are keeping up with K-pop and K-drama for more than one year in order to detect traits that are more influential. Moreover, 100 participants responded to the questionnaire used as a research instrument for achieving the goal of this study. The result in general that students in Pekanbaru have a positive perception of Korean Wave in improving their English. It is also found that Korean Wave has motivated them to learn English by themselves. Based on the research findings, it is showed that Korean Wave give positive perceptive on students in their general knowledge of English and can be used by teachers to increase students' English.*

Key Words : *Perception, Korean Wave, English General Knowledge*

PERSEPSI SISWA TENTANG *KOREAN WAVE* TERHADAP PENGETAHUAN UMUM MEREKA TENTANG BAHASA INGGRIS

Nurhadi Kurniawan¹, Afrianto², Rumiri Aruan³,

Email: nurhadi.kurniawan5143@student.unri.ac.id, afrianto.a@lecturer.unri.ac.id, rumiri.aruan@student.unri.ac.id.

Telp : +6281276223966

Jurusan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Penelitian ini bertujuan untuk memperoleh data persepsi siswa tentang Gelombang Korea dalam pengetahuan umum mereka tentang mendengarkan, membaca, dan kosa kata bahasa Inggris seperti yang dirasakan oleh mereka. Penelitian ini dilakukan dengan survei dan dianalisis secara deskriptif. Bidang penelitian survei yang luas mencakup prosedur pengukuran yang melibatkan pertanyaan yang diajukan responden. Metode ini digunakan untuk mendapatkan gambaran yang jelas, dan untuk menggambarkan persepsi siswa tentang Gelombang Korea dalam meningkatkan pengetahuan umum siswa tentang Bahasa Inggris. Bagian praktis dari penelitian ini dilakukan pada siswa SMP dan SMA yang di Pekanbaru dari mana Sampel termasuk penggemar yang mengikuti K-pop dan K-drama selama lebih dari satu tahun untuk mendeteksi ciri-ciri yang lebih berpengaruh. Selain itu, 100 peserta menanggapi kuesioner yang digunakan sebagai instrumen penelitian untuk mencapai tujuan penelitian ini. Hasilnya secara umum bahwa siswa di Pekanbaru memiliki persepsi positif tentang *Korean Wave* dalam meningkatkan bahasa Inggris mereka. Ditemukan juga bahwa Wave Korea telah memotivasi mereka untuk belajar bahasa Inggris sendiri. Berdasarkan temuan penelitian, ditunjukkan bahwa *Korean Wave* memberikan persepsi positif pada siswa dalam pengetahuan umum bahasa Inggris mereka dan dapat digunakan oleh guru untuk meningkatkan bahasa Inggris siswa.

Kata Kunci : Persepsi, *Korean Wave*, Pengetahuan Umum Tentang Bahasa Inggris

INTRODUCTION

Korean Wave (*Hallyu*) refers to the global popularity of South Korea's cultural exporting pop culture, entertainment, music, TV dramas, and movies. *Hallyu* has been a blessing for Korea, its businesses, culture and country image. Since early 1990, *Hallyu* has become one of the biggest cultural phenomenon across East Asia, continuing more recently in the United States, Latin America, the Middle East, and parts of Europe (Ravina, 2008).

In Korean, English has the most prominent status which is reflected in the recursive move to established English as a second official language, although futile up to the present (Shim, 2004). Most patterns of English words appear in Korean popular music, most of the pieces of music in Korean use English as their title such as Call Me Baby from EXO, Every time from Chen ft. Punch, This love from Davichi, Killing Me from Ikon, etc. Not only as the title but also most of them use English in their lyric. From the side of Korean movies including TV series using English as their title, Train to Busan, The Heirs, My Love From The Star, etc.

In addition of this phenomenon that stands around audiences in Indonesia, Jakpat in 2016 has conducted a survey in order to see some habits and preferences of K-Drama addicts in Indonesia that involved by 1239 respondents with a range age of 15 to 35-year-old with 30,51% were men and 69,49% were women that showed most of the respondents (47.86%) have become K-Drama addicts since in between 2011 to 2015, which means that most of them (54.00%) have become K-Drama addicts for about 1 to 6 years already. Also from Tirto.id (2017), showed 49,72 Indonesian choose K-Drama as a serial tv that they watched, 34,03% America, 6,62% England, 4,73% Japan, 2,84% Indonesia.

Furthermore, the English newspaper that plays a major role to promote and discuss Korean and Korean Wave in the world is Korean Herald. This case makes students learn English, so that they can read the news about their idols as soon as possible. In other side, for many people that called as *Kpopers*, they like to find out the other *Kpopers* from different countries to share what information that they get from their countries about their idols, and also to know what happened about any fandom from different countries. Many *Kpopers* who come from different countries will have a conversation through social media. Moreover, *Kpopers* from Indonesia might use English as their language to communicate each other. This situation explicitly make students or *Kpopers* have to learn English, so that they can make a good conversation in each condition. From a linguistic point of view, *Hallyu* might bring impact on the fans' general knowledge of English that is the focus of this study

METHODOLOGY

This research used survey research which aimed to know the phenomenon nowadays. The phenomeon in the context of this study is the students' perception of the influence of Korean Wave in their general knowledge of English. Survey research is one of the most important areas of measurement in applied social research. The broad area of survey research encompasses any measurement procedures that involve asking questions of respondents. This method was used to get a clear picture, and to describe

students' perception about the Korean Wave in improving students' general knowledge of English. This survey research contains both qualitative and quantitative methods of research. Nonetheless, this research is more quantitative-oriented, since the data was collected by close-ended questions with accomplishing by some open-ended questions.

The population of this research was the numerous of high school students in Pekanbaru. The sample includes fans who are keeping up with K-pop and K-drama for more than one year in order to detect traits that are more influential. The number of respondents was 100 students, including junior and senior high school students in Pekanbaru.

Data analysis was accomplished by means of questionnaire that is a fundamental instrument which helps to reach the objective of this study using both open-ended and closed-ended questions. The researcher designed the questionnaire based on Twenty questions were designed on Google Docs, which processed and calculated data for results.

RESULT AND DISCUSSION

Results

A. The result of close-ended questions

This section presents the result of the data analysis of close-ended questions. As elaborated in the previous chapter, this research is to know the students' perception of the influence of Korean Wave in their general knowledge of English based on the questions asked. All those questions are asked to 100 students to have description of students' perception.

1. Students' Engagement With Korean Wave

Table 1. Students' Engagement With Korean Wave

Items	Answer	Students (F)	Percentage (%)
First encounter with K-Pop and K-Drama	- Before 2011	26	26 %
	- Since 2012	17	17 %
	- Since 2013	13	13 %
	- Since 2014	13	13 %
	- After 2015	31	31 %
Total		100	100%
Media of engagement	- Social media	39	39 %
	- Television	21	21 %
	- Family	31	31 %
	- Friend	8	8 %
	- Newspaper	1	1 %
Total		100	100%
Reason for	- Korean	19	19 %

engagement	language			
	- Culture of Korea		12	12 %
	- Language and culture of Korean		69	69 %
Total			100	100%

Based on the students' engagement with Korean Wave above, there are three items that asked to students as seen in table 4.1. When asked about first time to encounter with K-Pop and K-Drama, students answered with numerous years when they started to watch K-Pop and K-Drama and followed their news. Before 2011 there are 26% of 100 students answered they started to watch, listened to and followed the news, 17% of 100 students answered in 2012, 13% of 100 students answered in 2013, and also 13% of 100 students answered since 2014 and the rest 31% of 100 students answered after 2015.

From the second item, the result of how the students know Korean Wave, it can be seen that 39% of participants know Korean Wave from social media, 21% from television, 31% from their family, 8% from their friend, and 1% from a newspaper.

From the last item, 19% participants answered they like the language of Korean, 12% like the culture of Korean, and the rest of participant answered they like both of language and culture of Korean with percentage as 69%.

2. Time Spent Getting Involved With The Korean Wave

Table 2. Students Spending Their Time With Korean Wave

Items	Answer	Students (F)	Percentage (%)
Watching Korean Drama more than 2 hours a day	- Yes	53	53 %
	- No	47	47 %
	Total	100	100 %
Listen to K-Pop more than 10 times a day	- Yes	61	61 %
	- No	39	39 %
	Total	100	100 %

The result reveals that 53% of participants answered they watch K-Drama more than 2 hours a day while 47% of participants answered they do not watch K-Drama more than 2 hours a day. And 61% of participants answered "yes" to listen to K-Pop more than 10 times a day furthermore there is only 39% of participants answered "no".

3. Students' Perception Of Korean Wave In Their General Knowledge of English

Table 3. The effect of Korean Wave

Items	Answer	Students (F)	Percentage (%)
Korean Wave affects students' general knowledge of English	- Yes	81	81 %
	- No	19	19 %
	Total	100	100 %
Students have many <i>Kpopers'</i> friends from abroad	- Yes	53	53 %
	- No	47	47 %
	Total	100	100 %
The terms of Korean Wave affect students	- Language	32	32 %
	- Habits and behavior	24	24 %
		44	44 %
	- Both of them		
	Total	100	100 %
Korean Wave motivated students to learn English more	- Yes	75	75 %
	- No	25	25 %
	Total	100	100 %

The effect of Korean Wave might make students have a friend from abroad, because this phenomenon is spread out around the world. This research showed that 53% of students answered that they have *Kpopers'* friends from abroad and 47% answered that they have no *Kpopers'* friends from abroad.

The enormous number of participants answered "yes" that they were affected by the Korean wave. showed 81% of participants answered "yes" and the rest 19% answered "no". Korean Wave affects students in the language aspect is bigger with 32% rather than from habits and behavior aspect with 24% while the biggest aspect comes from both of the language and habits and behavior with 44%. Moreover, most of the Students have motivated by Korean Wave to learn English more, this is the positive impact of Korean Wave that we can see directly. 75% of students have motivated by Korean Wave while 25% answered "no" that Korean Wave has motivated them.

4. Students' Perceptions Of Korean Wave In Their Reading Skill

Table 4. Korean Wave And Students' Reading Skill

Items	Answer	Students (F)	Percentage (%)
Students read many articles about Korean Wave in English to get information faster	- Yes	63	63 %
	- No	37	37 %
	Total	100	100 %
Students understand the article about Korean Wave in English	- Yes	85	85 %
	- No	15	15 %
	Total	100	100 %
Students' ability to comprehend the content of English texts increased because of the Korean Wave	- Yes	72	72 %
	- No	28	28 %
	Total	100	100 %

Most of the articles about Korean Wave overspread using English for the first time as their language. Many fans of Korean Wave commonly read articles in English to get news as soon as possible. We can see that 63% of students read articles in English about Korean Wave and 37% of students answered that they do not read articles in English about Korean Wave. More than reading an article. The result also showed that 85% of students understand an article about Korean Wave in English while the rest 15% of students answered that they do not understand.

When students read articles, it means that students need to comprehend the text to get the information written in the article correctly. Furthermore, because of the Korean Wave, the ability to comprehend an English text of students has increased. The table showed that 72% of students said "yes" that the ability to comprehend the English text about Korean Wave has increased. While only 28% of students answered said "no".

5. Students' perceptions of Korean Wave in their English vocabulary

Table 5. Korean Wave and Students' Vocabulary

Items	Answer	Students (F)	Percentage (%)
Students look for the meaning of English phrases that appear in the lyrics and titles of Korean songs and dramas	- Yes	81	81 %
	- No	19	19 %
	Total	100	100 %
Students' English vocabulary increase because of the Korean Wave	- Yes	79	79 %
	- No	21	21 %
	Total	100	100 %

We can see in our current situation that many English phrases appear in the title even lyrics of Korean songs and also their dramas. This situation makes students curious and try to find the meaning of the phrases by themselves. This research showed that 81% of students look for the meaning of the phrases and only 29% of students answered they do not look for the meaning of those phrases. Students' vocabulary have increased because of Korean Wave because they always read, listen, and try to find the meaning of phrases in English when they contact Korean Wave. The table above showed that 79% of students answered "yes" that their vocabulary has increased because of Korean Wave while 21% of students answered "no".

6. Students' perceptions of Korean Wave in their speaking skill

Table 6. Students' Perceptions of Korean Wave in Their Speaking Skill

Items	Answer	Students (F)	Percentage (%)
Students use English in inter communication language	- Yes	81	81 %
	- No	19	19 %
	Total	100	100 %
Students speak fluently in English with friends when talking about Korean Wave.	- Yes	79	79 %
	- No	21	21 %
	Total	100	100 %

Students know how to pronounce English words correctly because K-Pop uses English for their titles and lyrics.	- Yes	76	76 %
	- No	24	24 %
Total		100	100 %
Students understand when their idols speak English in an event	- Yes	89	89 %
	- No	11	11 %
Total		100	100 %

Since English as an international language that used by South Korea to spread out their entertainments to the world. It means that students in indonesia also use English as their language to communicate abroad with their pals. There are 66% of 100 students who use English as their language to communicate with each other while the rest of 34% of 100 students answered that they do not use English. And the result showed that there are 51% of students that answered “yes” that they can speak fluently in Engxclish when they talk about Korean Wave and the rest of 49% of students answered “no”. Not only can speak English students pronunciation also increased by this phenomenon. The result showed that students who know how to pronounce the words correctly because of Korean Wave are 76% and the rest 24% of students answered “no”. And finally when their idols speak English in an event, students can understand their speech. The result of this research, as the table above explained that there are 89% of students answered that they understand and the rest 11% of students answered that they do not understand.

B. The Result Of Open-Ended Question

This research use open-ended questions. In this section, all those questions are asked to students to have deeper description of students' perception and support the close-ended question while this research use qualitative and quantitative data. Which means the students were asked a question that allows a student answer in open text format such that they can answer based on their complete knowledge, feeling, and undstanding.

1. The way of Korean Wave Affects Students' General Knowledge of English

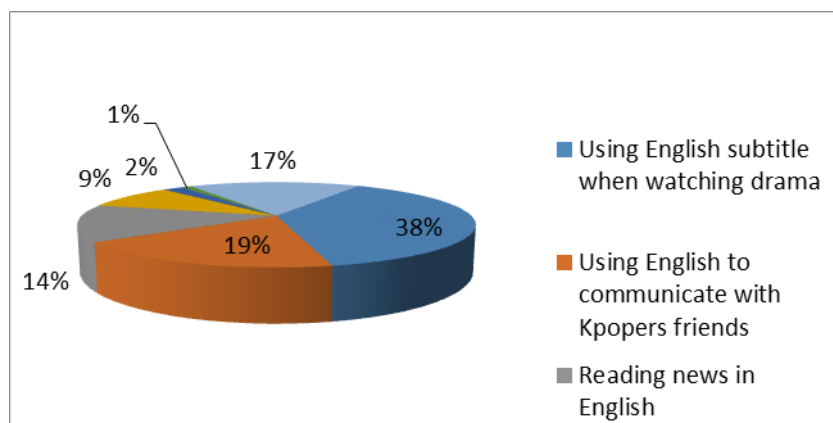


Figure 1. The Way Of Increasing Students Motivation And Their General Knowledge of English

There are 100 kinds of answer on how students motivated by Korean Wave and their English is increased because of this phenomenon. 38% of 100 students answered that they using English subtitle when watching drama as figure above shown. 19% answered they use English to commnuicate with their *Kpopers* friends, 14% by reading news in English, 9% by listening K-Pop that use English, 2% by watching and listening, 1% by watching, listening, and reading, and the rest 17% answered that they were motivated by Korean Wave.

Discussion

a. Quantitative

Over the past few years, Korean culture has influenced the world. Indonesia becomes one of countries where Korean popular culture's spreaded out. This is shown by the appearance of Korean drama and music on some Indonesian television stations, and in Indonesian society Korean becomes a hot topic (Amelia, 2010).

The result indicates that students in Pekanbaru read many articles about Korean Wave in English. They seem to realize that this habit makes them able to comprehend English text. Their reading ability increased because of Korean Wave. This is probably because of they try to find the meaning of English phrases that appeared in songs and dramas that they listen to and watch. Furthermore, it means that they have many vocabularies that come from Korean Wave.

Besides all of these, students can speak fluently in English when they talk about Korean Wave with their friend and they can pronounce words correctly. Finally, when their idols speak English in an event which they watch or listen to, they can understand what they talk about.

b. Qualitative

English as an international language makes students in Indonesia have to use English to get more information or even to be able communicate with their friends abroad who are also become *kpoper*. Many students have the same reason of this statement which is mentioned that English is an international language

The result alligned that students realize and understand that English is an international language and students also realized that English can make they understood by many people because most peole undertand this language. It isalso indicates that students are affected by Korean Wave to speak English in a good frequency. Which means that students' English can be increased because of the frequency the students in using this language.

Students often watch Korean artists' interviews in talk shows, other students also said that sometimes there is no subtitle in Indonesia. It means that students learn English by themselves in a way of watching the talk shows. This phenomenon has increased the motivation of students to learn English for many reasons.

It means that students have the motivation that comes from outside to learn English and it comes by themselves without any forces from other people. Sardiman (2012) argues that in learning activities, motivation can be said as the overall driving force in students who cause learning activities, which ensures continuity of learning activities so that the desired goals by the learning subject can be achieved. Motivation to learn can offer a student the power to perform learning operations. The presence of motivation to learn, then somebody will be willing to perform different things, particularly learning to achieve their goals.

CONCLUSION AND RECOMMENDATION

Conclusion

The result of survey in close-ended questions was supported by open-ended question. It was found that students is actually consciously answered and realized their perception of the effect Korean Wave in their English knowledge has many impacts. It can be seen from that most of the students have positive perception of Korean Wave.

This research showed that many of students has motivated by Korean Wave to learn English in their own ways. Some of students said that they learn English through Korean Wave by watching the K-Drama that using English as their subtitle, moreover they learn to speak English in order to communicate with their friends abroad when they talk about Korean Wave.

Recommendation

This research focused on the students' perception of Korean Wave in their general knowledge of English that discussed about students vocabulary, reading and speaking ability. This research gained by questionnaire that spread out by google form that has many lack of the questions that was not validated by the professional person.

With regard to the finding, the researcher inviting other researchers to conduct similar research about the effect of Korean Wave in students General knowledge of English in wider and deeper encompassess of four English skill of students in other society. Thus, Korean Wave also can be used by teachers to increase students' motivation to learn English by themselves. As a teacher, rather than close the eyes of the current phenomenon that happens nowadays, it would better to open the eyes and use this phenomenon as a way to increase students' motivation to learn English.

REFERENCES

- Amelia, Nesya. (2010). *Korean Popular Culture and Its Development in Indonesia*. Universitas Indonesia.
- Fandhia, Mashita. (2016). Addicted to Drama – A Survey Report on Kdrama Addicts in Indonesia. Jakpat. Jakarta [https://blog.jakpat.net/addicted-to-drama-a-survey-report-on kdrama-addicts-in indonesia/](https://blog.jakpat.net/addicted-to-drama-a-survey-report-on-kdrama-addicts-in-indonesia/).
- Ravina, M. (n.d.). (2010). *Introduction: conceptualizing the Korean Wave* | Southeast. Review of Asian Studies | Find Articles at BNET. Find Articles at BNET | News Articles, Magazine Back Issues & Reference Articles on All Topics.
- Sardiman, A.M. (2012). *Interaction and Motivation of Teaching and Learning Guidelines for Teachers and Prospective Teachers*. Jakarta: Rineka Cipta.
- Shim, S. (2003). *Roh supports English as second official language*. Korea Herald. Retrieved from <http://news.naver.com/main/read.nhn?mode=LSD&mid=sec&sid1=108&oid=044&aid=0000037686>.