



The effectiveness of adding BTS teaching materials to improve the reading ability of Korean language students

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ABSTRACT

In the current era, knowledge and technology are rapidly advancing. The rapid development of technology makes it easier for people to access the world. This study aims to determine the effectiveness of Learn Korean with BTS teaching materials in improving Korean reading skills with a sample of 46 Korean Language Education students year of 2020. The data collection technique used test instruments and questionnaires totalling 20 valid and reliable items each. This study used a quasi-experimental research method and the non-equivalent control group design. The results showed that the experimental class got an average pre-test result of 60.87 and an average post-test result of 85.43, while the control class got an average pre-test result of 62.83 and an average post-test result of 68.04. The paired sample t-test was used to determine differences in learning outcomes and the test results showed the significance value (2-tailed) was 0.00 (<0.05), which means that there is a significant difference in the results of students' learning before and after using the Learn Korean with BTS teaching materials. The results of the independent sample t-test show a significance value (2-tailed) was 0.00 (<0.05), which means that there is a significant difference in learning outcomes between students who used Learn Korean with BTS teaching materials and those who used traditional learning materials. The results of the questionnaire show that students' opinions about learning using the Learn Korean with BTS teaching materials are positive.

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1. INTRODUCTION

In today's era, science and technology is developing rapidly. The rapid development of technology makes it easy for people to access the world. This is what affects the occurrence of globalization. According to Nurhaidah (2015), "globalization is defined as the process of entering something from a small scope to a larger global scope".

The entry of foreign cultures into Indonesia by globalization is always associated with Western culture or the term westernization. With globalization, western countries can easily introduce their culture to eastern countries including Indonesia and also expand products from West to East. Therefore, globalization and westernization are closely related to each other. However, recently Indonesia has gained influence that does not only come from Western countries. There is a new term that is starting to be recognized by the public, namely Hallyu or the Korean wave. Larasati (2018) states that the existence of Hallyu as a global culture in Indonesia is higher than westernization.

The Korean wave culture that has started to affect communities around the globe, especially in Indonesia, had an influence on people's lifestyles. Many people are imitating the styles of dresses and hairstyles, foods in their daily lives. In addition, many people have become interested in learning Korean. Korean is a popular language and much in demand by young people to learn. In Indonesia itself, there are many institutions that offer Korean language learning programs. Even Korean language has been included in local content in the 2013 curriculum. The large number of people's interest in learning Korean has made universities open Korean language departments in Indonesia, including Universitas Indonesia, Universitas Gadjah Mada, and Universitas Pendidikan Indonesia (as explained by Hidayyati in the website entitled *4 Universitas di Indonesia yang memiliki jurusan bahasa Korea* (4 Universities in Indonesia with Korean Language Programs) in 2019 IDN Times <https://www.idntimes.com/life/career/ulfa-luthfia-hidayatty/universitas-di-indonesia-yang-memiliki-jurusan-bahasa-korea/4>). Therefore, researchers are increasingly interested in examining whether the Learn Korean with BTS textbook can provide more motivation to students in learning to read Korean and effectively improve the Korean language reading skills of students of the 2020 Korean Language Education study program.

According to research by Narae Jung from Nanyang Technological University, Singapore in the research entitled *The use of K-pop in teaching Korean Language in 2021*, the results show that the use of K-pop is effective in engaging students, reinforcing concepts, and connecting grammatical elements with actual usage. It was also found that K-pop helped students remember expressions better and improved their Korean language skills.

Based on the background and phenomena described above, the researchers will conduct research on whether there is an influence on BTS teaching materials on the reading ability of Korean language students so that many educational institutions open Korean language studies due to the large number of students' interest in learning Korean with the title "The Effectiveness of Language Learning Korea with BTS Teaching Materials to Improve Reading Ability of Korean Language Education Students in 2020".

1.1 Teaching Materials

In the learning process, educators deliver learning materials to students. Therefore, every educator needs teaching materials that contain materials that will be delivered in classroom learning activities. Before the teaching and learning process is carried out, educators must prepare

teaching materials needed in the learning process. Completeness of teaching materials will be able to assist educators in teaching activities, and assist students in the learning process. As explained by Daryanto and Dwicahyono in the book entitled *Pengembangan perangkat pembelajaran (Silabus, RPP, PHB, bahan ajar)* (Development of learning tools (Syllabus, Lesson Plans, Learning Outcome Guidelines, Teaching Materials) in 2014 argue that teaching materials are a number of materials or materials that are arranged in a systematic way, whether written or not, so as to form an area or atmosphere that allows students to learn. Teachers must have or use teaching materials that are adapted to the curriculum, target characteristics, and the demands of solving learning problems.

Teaching materials are the most important components that must be prepared by educators before carrying out the process of teaching and learning activities in the classroom in addition to other components that can determine success in learning. Teaching materials are prepared with the objective of providing materials for learning in accordance with applicable curriculum demands taking into account the needs of students covering the characteristics and environment of the students. Teaching materials can help students find alternative of learning materials in addition to textbooks that are sometimes difficult to understand (Suarman, et al., 2018). The quality of those materials directly impacts the quality of teaching (Fitriah, 2020). Quality teaching materials are teaching materials whose materials can answer students' problems to achieve an educational goal, meaning that they can provide knowledge of skills and attitudes that students must learn to achieve predetermined competency standards (as explained by Eldarni in the book entitled *Kiat sukses menulis buku ajar* (Tips for successfully writing a textbook) in 2017.) Megasari, et al. (2020) suggests that teaching resources can be regarded as of excellent quality and suitability when they are in harmony with the educational goals students are expected to reach.

1.2 Types of Teaching Materials

Based on the technology used, teaching materials can be grouped into four categories, namely printed teaching materials such as handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photos/pictures, models/mockups (Arsanti, 2018; Deliani, et al., 2019; Indonesia, 2019; Sopiha, 2019). Hearing teaching materials (audio) such as cassettes, radios, LPs, and audio compact disks. Hearing teaching materials (audio visual) such as video compact disks and films. Interactive multimedia teaching materials (interactive teaching materials) such as CAI (Computer Assisted Instruction), interactive multimedia learning compact disks (CDs), and web-based learning materials (Dewi, 2017; Indonesia, 2019; Pricillia, et al., 2020; as explained by Solikhah in the book entitled *Pedoman lengkap pengembangan buku teks dan bahan ajar untuk perguruan tinggi* (Comprehensive Guidelines for Developing Textbooks and Teaching Materials for Higher Education) in 2016; Sopiha, 2019). Books as teaching materials are books of knowledge for a subject/lecture that are written and compiled by experts in related fields and meet the rules of textbooks and are officially published and disseminated as explained by Solikhah in the book entitled *Pedoman lengkap pengembangan buku teks dan bahan ajar untuk perguruan tinggi* (Comprehensive Guidelines for Developing Textbooks and Teaching Materials for Higher Education) in 2016. The module consists of various written materials for self-study as explained by Solikhah in the book entitled *Pedoman lengkap pengembangan buku teks dan bahan ajar untuk perguruan tinggi* (Comprehensive Guidelines for Developing Textbooks and Teaching Materials for Higher Education) in 2016.

1.3 Textbook Learn Korean with BTS

K-pop is a genre of music originating in South Korea as part of South Korean culture. In this paper, BTS is used to attract students' interest in learning Korean. Advances in technology make it easy for people to access and enjoy entertainment from Korea. Starting from the Korean drama series that began to enter and are much popular in Indonesia since the early 2000s. The story is interesting and not long-winded, the players who look good, as well as the setting that spoils the eyes make Korean dramas very easy to steal the hearts of the wider community. In 2019 BTS released a Korean language learning video entitled Learn Korean with BTS which is intended for fans from all over the world who want to learn more in Korean. This learning video contains simple and basic materials about the Korean language by displaying video clips from BTS themselves. This learning video received an enthusiastic response from fans so that in 2020 BTS finally released a Korean language learning textbook with the same title, Learn Korean with BTS.

The Learn Korean with BTS textbook consists of four books from elementary, intermediate, to higher levels. The language of instruction of this book is the universal language, namely English because this book is intended for BTS fans who are in various parts of the world. In each chapter of this book there are several sections consisting of Korean vocabulary, phrases containing Korean grammar, Korean culture, and also evaluation questions regarding the material from each chapter. This textbook is very interesting. The theme of the lessons is fun and relates to everyday life, interesting pictures, and there is also a barcode that can be scanned with a mobile phone and will show BTS videos related to the material. So the Learn Korean with BTS textbook makes learning Korean less boring and interesting.

1.4 Reading Ability

Reading is a stage carried out by the reader and leads to a goal through a certain process. Reading begins with the introduction of letters, words, expressions, phrases, sentences, and discourses, to connect sounds with their meanings. Reading is an activity of reading other people's ideas and thoughts that is useful for adding knowledge to knowledge through writing and symbols on reading media. Reading is something that can help a reader to develop automaticity because the reader can look for relevant information and express their opinions and ideas after reading a text (Andrés, 2020). According to Jennings (1965) in Fatimah (2020) reading activity comes into existence from curiosity about the world. Reading can be divided into two types, namely reading aloud and reading silently (Aisiah & Mahaputri, 2019). Reading aloud is a reading activity by voicing the writings he reads with appropriate speech and intonation so that listeners and readers can capture the information conveyed by the author, whether in the form of thoughts, feelings, attitudes, or experiences of the author. Silent reading is a reading skill which allows one to read without voicing the words. This may involve subvocalization or silent speech, is defined as the internal speech made when reading a word, thus allowing the reader to imagine the sound of the word as it is read.

Along with the macro-skills, reading is a crucial factor in second language acquisition as it might help learners partly make extensive use of academic materials written in Foreign Language. The ultimate goal of reading is comprehension and it allows students to make sense of what the text is about. According to Papi & Hiver (2020) in order to be successful language learners, it is said to rely on many factors such as teachers, learners, and materials. At MSA, Concept and Comments has been recommended and used as a core textbook to teach reading skills to the first-year students as it is supposed to be a rather reliable source to enhance students' reading

ability. However, Concept and Comments belongs to commercial textbooks designed for learners all over the world, hence it cannot meet the specific needs of the first-year English majors at MSA. The textbook is generally considered as a tool, and the teacher must know not only how to use it, but also how to adapt it. As far as teaching methodology is concerned, reading comprehension is taught both as part of an integrated skills class and as a separate subject (Thuy, et al., 2020).

To measuring reading skills can be an individually-administered oral fluency test, and a group-administered written comprehension test designed by the Ministry of Education for the 2006 universal standard test of second grade reading comprehension. The test is carried out by responding to answers to measure the students' reading ability by choosing the answers that have been provided by the question maker. These responses will be used to measure the students' reading ability.

Reading can be divided into two types, namely reading aloud and reading silently. Reading aloud is a reading activity by voicing the writings he reads with appropriate speech and intonation so that listeners and readers can capture the information conveyed by the author, whether in the form of thoughts, feelings, attitudes, or experiences of the author. While reading silently is reading without voicing the contents of the reading that is read (as explained by Alvianto in the research entitled *Keterampilan membaca nyaring* (Oral Reading Skills) in 2019). Reading silently can be divided into two, namely extensive reading and intensive reading.

An understanding of extensive reading is important because the way it is perceived can greatly affect how it is practiced. Extensive reading can promote reading development by providing meaningful input, a large amount of text input, the possibility to read self-selected materials, and opportunities for increased motivation and flow experiences as explained by Suk in the research entitled *Impact of extensive reading in a Korean EFL university setting: A mixed methods study* in 2015.

Fadhilah and Novianti (2021); Gultom, et al., (2020); Lalremruati (2019) states that intensive reading is a type of reading that requires the reader to read with intense concentration. This type of reading always has a specific purpose. The goal is to reach specific information from the text that is being read. It can be compared to extensive reading, where the reader reads for pleasure and enjoyment (Anindita, 2020; Muchtar, 2019; as explained by Putri in the research entitled *Keterampilan berbahasa "Membaca Intensif"* ("Intensive Reading" Language Skills) in 2019).

Intensive reading is reading for a higher level of understanding and retention for a long period of time. According to Tarigan in the book entitled *Membaca Sebagai Suatu Keterampilan Berbahasa* (Reading as a Language Skill) in 1986; Patiung, 2016 intensive reading requires short reading but it also demands a deep and detailed understanding of a reading material. Tarigan divides the intensive activities into two parts. First, reading content studies, namely understanding activities carried out after finding interesting reading material when reading school so that it encourages us to know the contents of the reading in depth (as explained by Putri in the research entitled *Keterampilan berbahasa "Membaca Intensif"* ("Intensive Reading" Language Skills) in 2019).

2. METHOD

Based on the aims of this research, a quasi-experimental research method is used or in Indonesian it is called quasi-experimental. According to as explained by Tiro & Ahmar in the book entitled

Penelitian eksperimen: Merancang, melaksanakan, dan melaporkan (Experimental Research: Designing, Implementing, and Reporting) in 2014, the term pseudo means almost, close, partial, or somewhat.

In a quasi-experimental research method, researchers will apply the nonequivalent control group design research design. With this design, subjects or participants are tested in existing or “whole” groups, rather than being randomly selected. Based on this research design, students will be divided into experimental class and control class. First, a pretest was conducted to measure the abilities of the students from both classes, then the treatment in the form of learning using the Learn Korean with BTS teaching materials was carried out in the experimental class, while the control class was not given treatment and only carried out learning using teaching materials commonly used by lecturers. in the classroom. Finally, a posttest will be conducted to determine the learning outcomes of students from both classes. The nonequivalent control group design pattern is shown in table 1:

Table 1. Nonequivalent control group design.

Class	Pretest	Treatment	Posttest
Experimental	O ₁	X	O ₂
Control	O ₃		O ₄

Explanation:

- O₁ : pretest conducted in the experimental class
- O₂ : posttest conducted in the experimental class
- O₃ : pretest conducted in the control class
- O₄ : posttest conducted in the control class
- X : experimental class treatment (learning using Learn Korean with BTS) (as explained by [Tiro & Ahmar](#) in the book entitled *Penelitian eksperimen: Merancang, melaksanakan, dan melaporkan* (Experimental Research: Designing, Implementing, and Reporting) in 2014)

In this study, a pretest and posttest will be carried out in the class experimental and control classes. The type of reading ability that was tested in this study was extensive reading ability. Therefore, the test item indicators will refer to cognitive levels C1 and C2 in Bloom's taxonomy, and level A2 in the CEFR curriculum. The researcher conducted the distribution of questionnaires to students in the experimental class. The questionnaire that will be distributed in the form of a closed questionnaire consists of 20 questions that use positive sentences using a Likert scale ranging from 1 to 5.

2.1 Data Analysis

a) Normality Test

Normality test is used to determine whether the data population is normally distributed or not. Normality test was used to test whether the researched sample normal or not. Based on the measurement by SPSS18.00, it could be understood that the significant value was normal.

The data is said to have a normal distribution if $\text{sig} > \alpha$ (0.05). The calculation process will use the Kolmogorov-Smirnov formula on the homogeneous SPSS series 25 program.

b) Homogeneity Test

Homogeneity test used to test Baertlet formula. This test aimed to know the homogeneity level. omogeneity test can be done using Levene's test. Levene's test uses one-way analysis of variance, by finding the difference between each score and the group average.

The homogeneity test in this study will be carried out using the homogeneity program SPSS series 25 with Levene's test. The test criteria is that if the significance value is < 0.05 then the data comes from populations that have unequal variances. On the other hand, if the significance value is > 0.05 , then the data comes from populations that have the same variance.

c) Hypothesis Testing

Test the hypothesis in this study using the t-test. This test aims to determine the results of measuring the reading ability of the two groups, namely the experimental class and the homogeneous class, where the experimental class has been treated, namely learning using Learning Korean with BTS teaching materials. The t-test calculation will use the homogeny data processing program SPSS series 25 with the formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Keterangan:

\bar{x}_1 = sample 1 mean

\bar{x}_2 = sample 2 mean

S_1 = sample 1 standard deviation

S_2 = sample 2 standard deviation

n_1 = sample 1 variance

n_1 = sample 2 variance (as explained by Nurgiyantoro in the book entitled *Penilaian pengajaran Bahasa* (Assessment of Language Teaching) in 2009)

The results of the data calculation using the t-test formula were consulted with the t-value in the table at a significance level of 5% with degrees of freedom $N_1 + N_2 - 2$.

2.2 Questionnaire Result Analysis Test

The data from the questionnaire given to all respondents after the treatment process using Learn Korean with BTS teaching materials were analysed with the aim of knowing how students responded to learning by using Learn Korean with BTS teaching materials (see Table 2). The data is then analysed using percentages. The percentage formula is:

$$\frac{\text{The number of student responses for each aspect appears}}{\text{Total possible points}} \times 100\%$$

Table 2. Student Response Criteria

No	Rate	Explanation
1.	0-10%	Do not agree
2.	11-40%	Don't really agree
3.	41-60%	Quite agree
4.	61-90%	Agree
5.	91-100%	Really agree

3. RESULTS AND DISCUSSION

Based on the results of data analysis and research findings according to the theory that has been presented as well as collecting information on the use of learning Korean with BTS teaching materials for students of the 2020 Korean language education study program, several conclusions were put forward that trials conducted using teaching materials in learning to read Korean have met the effectiveness of learning, where:

- 1) Students' Reading Ability Before and After Studying by Using Teaching Materials Learn Korean with BTS.

The results of the experimental class pretest scores that measure the initial ability of students in the experimental class obtained average value of 60.87. Meanwhile, the results of the posttest experimental class got an average score of 85.43. There was an increase in the value between the pretest and posttest scores of the experimental class, but to make sure, a t-test was carried out using a paired sample t-test.

The basis for decision making on the independent sample t-test is if the significance value (2-tailed) < 0.05 , it is proven that there is a difference between the pretest and posttest scores. The result of the significance value (2-tailed) shows the number 0.00 which means less than 0.05. Therefore, it is proven that there is a difference between student learning outcomes in the experimental class before and after receiving treatment in the form of learning using the Learn Korean with BTS teaching materials. The posttest results of students in the experimental class after using the Learn Korean with BTS teaching materials were better than the pretest results before using the Learn Korean with BTS teaching materials. Therefore, it can be concluded that the Learning Korean with BTS teaching materials are effective in improving students' reading skills.

- 2) Reading Ability between Students Using Teaching Materials Learn Korean with BTS and old teaching materials.

The sample in this study which was divided into experimental class and control class had similar initial abilities. It can be seen from the pretest results that the experimental class got an average score of 60.87 and the control class got an average score of 62.83. This shows that students in both classes have the same initial ability.

After the pretest was carried out in the experimental class and control class, then the experimental class was given treatment in the form of learning using Learn Korean with BTS teaching materials while the control class only carried out learning using old teaching materials. After that, the sample was given a learning outcome test in the form of a posttest. Then it was found that the average posttest value of the experimental class and the control class showed a difference. The average posttest score for the experimental class was

85.43 while the control class got an average of 68.04. Even though it has shown a difference, it still needs to be confirmed by using the t-test, namely the independent sample t-test.

The basis for decision making on the independent sample t-test is that if the significance value (2-tailed) < 0.05 , it is proven that there is a difference between the values of the two classes. The result of the significance value (2-tailed) shows the number 0.00 which means less than 0.05. Therefore, it is proven that there is a difference between student learning outcomes in the experimental class which received treatment in the form of learning using Learn Korean with BTS teaching materials and the control class which only used old teaching materials. The posttest results of students in the experimental class that used Learn Korean with BTS teaching materials were better than the posttest results of the control class which only used old teaching materials. Therefore, it can be concluded that the Learning Korean with BTS teaching materials are effective in improving students' reading skills.

3) Student Opinions Regarding Learning to Read Korean Using Teaching Materials Learn Korean with BTS.

In this study, a questionnaire instrument was used to determine student opinions regarding learning to read Korean using the Learn Korean with BTS teaching materials. There are 20 questions in the questionnaire statement in the form of positive statements given to experimental class students after doing the treatment, namely learning using Learn Korean with BTS teaching materials. After collecting data, the student's answer data is then presented and then categorized.

There are 3 questions that are categorized as disagree. The first question is about more than one teaching materials used. The question gets a percentage result of 34%. The majority of students answered disagree on this question, which means that the teaching materials used for learning to read are still less diverse and only use one teaching material. The second question which is categorized as less agree with the percentage of 34% is about the teaching materials used today that can support the creativity of teachers in teaching. This means that most students think that the teaching materials used at this time have not been able to support the creativity of teachers in teaching. The next question that is categorized as disagree is about the teaching materials used today can be used as the only teaching materials in learning to read Korean. This item only gets a percentage of 30%. This means that most students do not agree that the teaching materials used today can be used as the only teaching materials and there should be some teaching materials used in Korean reading classes.

There are six questions that get the category quite agree. The questions that are categorized as quite agree are those regarding the teaching materials used at this time containing clear learning objectives and examples, attracting interest in learning, enabling students to focus on the material being taught, using simple and easy-to-understand language, and teaching materials that are easy to understand. used today is not monotonous and interesting. All questions that are categorized as moderately agree are questions that discuss the teaching materials used today. The percentage obtained is approximately 50%, which means that half of the sample agrees with this and the other half does not agree.

Based on the findings, there are 11 questions in the agree category. There is one question regarding the teaching materials used today which are categorized as agree, namely the

teaching materials used today are able to improve reading skills. Then all questions regarding teaching materials for Learning Korean with BTS are categorized as agree, namely that teaching materials for Learning Korean with BTS can add variety to teaching materials in learning to read, include animations and attractive designs, increase interest in learning to read Korean, suitable for learning to read, using language that is simple and easy to understand, can motivate students in learning, contains clear examples of sentences, can increase vocabulary knowledge, make learning activities more varied, and be able to improve reading skills in Korean. Getting the agree category means that most of the students answered agree to the statement above. Seeing all the results of the questions regarding the teaching materials for Learning Korean with BTS in the agreed category, it can be concluded that the students' opinions on the teaching materials for Learning Korean with BTS showed a significant effect on their reading skills.

4. CONCLUSION

The conclusions that can be drawn from this research are in the form of the results of the stages of research data analysis based on the formulation of the problem and research objectives that have been determined and from the results of research and previous discussions are as follows.

- 1) There is an increase in students' reading ability before and after learning using the Learn Korean with BTS teaching materials as evidenced by the results of the paired sample t-test which gets a significance value (2-tailed) 0.00.
- 2) There is a difference in reading ability between students who use Learn Korean with BTS teaching materials and students who use old teaching materials as evidenced by the results of the independent sample t-test which gets a significance value (2-tailed) 0.00.
- 3) Students' opinions on learning to read Korean using the Learn Korean with BTS teaching materials are positive as evidenced by the results of the questionnaire that get more than 60%.

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