

**THE CORRELATION BETWEEN STUDENTS' HABIT OF WATCHING
TIKTOK ENGLISH VIDEOS AND THEIR VOCABULARY MASTERY
AT THE EIGHTH GRADERS OF SMP NEGERI 1 SUNGAI PINANG
OGAN ILIR**

A Thesis by

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2304410002.P

English Education Study program

Faculty of Teacher Training and Education



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

PALEMBANG

2026

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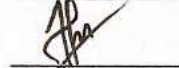
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PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

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Palembang, Maret 2026

Mahasiswa



Tri Dheka Wati

DEDICATIONS AND MOTTO

This thesis is dedicated to:

- All praise is devoted to Allah SWT for His endless blessings, mercy, and strength that have enabled me to complete this thesis. May peace and blessings always be upon Prophet Muhammad SAW, who continuously guides me to be a better Muslim.
- My beloved husband, Bripda M. Edwar, S.H., and my beloved daughter, Arumi Winona Dewandira, thank you for your endless love, unwavering support, patience, and encouragement. You are my greatest strength, my inspiration, and my source of happiness throughout this journey.
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“MOTTOS”

“Behind every strong family is a woman who never stopped pursuing her goals”

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalain pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

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ABSTRACT

The integration of Information and Communication Technology (ICT) has expanded students' exposure to English beyond the classroom, particularly through social media platforms such as TikTok. This study aimed to examine the correlation between students' habit of watching English TikTok videos and their vocabulary mastery at the eighth grade of SMP Negeri 1 Sungai Pinang Ogan Ilir. A quantitative correlational research design was employed involving 92 students selected through purposive sampling. Data were collected through a questionnaire measuring students' watching habits and a vocabulary mastery test, and were analyzed using Pearson Product Moment correlation with the assistance of SPSS version 24. The findings revealed a negative correlation between students' habit of watching English TikTok videos and their vocabulary mastery, indicating that higher engagement in watching English TikTok videos was not associated with higher vocabulary mastery. These results suggest that frequent exposure to English TikTok content does not necessarily lead to improved vocabulary acquisition and should be accompanied by more structured learning strategies.

Keywords: *TikTok, watching habit, vocabulary mastery, EFL students*

TABLE OF CONTENTS

	Page
COVER.....	i
APPROVAL PAGE.....	ii
EXAMINERS LEGITIMACY.....	iii
DEDICATIONS AND MOTTO.....	iv
LETTER STATEMENT.....	v
ACKNOWLEDGEMENTS.....	vi
ABSTRACT.....	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
CHAPTER I INTRODUCTION.....	1
1.1 The Background of Study.....	1
1.2 The Problems of Study.....	8
1.2.1 The Limitation of Problem.....	8
1.2.2 The Formulation of Problems.....	8
1.3 The Objectives of Study.....	9
1.4 The Significances of Study.....	9
CHAPTER II LITERATURE REVIEW.....	11
2.1 The Concept of Vocabulary.....	11
2.1.1 Definition of Vocabulary.....	11
2.1.2 Types of Vocabulary.....	13
2.1.3 The Importance of Vocabulary in Language Learning.....	14
2.2 Vocabulary Mastery.....	17
2.2.1 Definition of Vocabulary Mastery.....	17
2.2.2 Indicators of Vocabulary Mastery.....	18
2.2 The Integration of Information and Communication Technology in Language Learning through the Technological Pedagogical and Content Knowledge Framework.....	19

2.2.1	Definition of Information and Communication Technology in Education.....	19
2.2.2	The Role of Technological Pedagogical and Content Knowledge in Information and Communication Technology Integration.....	21
2.3	The Concept of TikTok.....	24
2.3.1	Definition and Features of TikTok.....	24
2.3.2	TikTok as Learning Platform.....	26
2.4	Students' Habit of Watching TikTok English Videos.....	27
2.4.1	Definition of Learning Habits.....	27
2.4.2	The Impact of Watching TikTok English Videos on Language Learning.....	29
2.5	The Relationship between Watching TikTok English Videos and Vocabulary Mastery.....	30
2.6	Previous Related Studies.....	31
2.7	Hypotheses.....	33
CHAPTER III	METHODOLOGY OF THE RESEARCH.....	35
3.1	Research Methodology.....	35
3.2	The Variables of Study.....	36
3.3	Operational Definition.....	37
3.4	The Population and Sample of Study.....	38
3.4.1	The Population of Study.....	38
3.4.2	The Sample of Study.....	38
3.5	Technique of Collecting Data.....	39
3.5.1	Instrument of Collecting Data for Watching TikTok English Videos Habit.....	39
3.5.2	The Instrument of Collecting Data for Vocabulary Mastery.....	42
3.6	The Validity and Reliability.....	46
3.6.1	The Validity of Students' Habit of Watching TikTok English Videos Questionnaire.....	46
3.6.2	The Reliability of Students' Habit of Watching TikTok English Videos Questionnaire.....	49

3.7	The Validity and Reliability of Vocabulary Mastery Test.....	51
3.7.1	The Validity of Vocabulary Mastery Test.....	51
3.7.2	The Reliability of Vocabulary Mastery Test.....	53
3.8	The Technique of Analyzing Data.....	55
3.8.1	The Normality Test.....	55
3.8.2	The Correlation Analysis.....	55
3.8.3	Regression Analysis.....	56
CHAPTER IV FINDINGS AND INTERPRETATION.....		57
4.1	Finding of the Study.....	57
4.1.1	The Result of Students' Habit of Watching TikTok English Videos Questionnaire.....	57
4.1.2	The Result of Vocabulary Mastery Test.....	58
4.1.3	Descriptive Analysis.....	59
4.2	Normality Test.....	60
4.3	Correlation Analysis.....	62
4.4	Regression Analysis.....	63
4.5	Interpretation.....	64
CHAPTER V CONCLUSION AND SUGGESTIONS.....		67
5.1	Conclusion.....	67
5.2	Suggestions.....	68
REFERENCES.....		70
APPENDICES.....		79

LIST OF TABLES

	Page
Table 1 The Population of Study.....	38
Table 2 The Sample of Study.....	39
Table 3 The Category of Students' Habit of Watching TikTok English Videos...	40
Table 4 The Indicators of Students' Habit of Watching TikTok English Videos Questionnaire.....	42
Table 5 The Indicators of Vocabulary Mastery Test.....	43
Table 6 The Category of Vocabulary Mastery Test.....	46
Table 7 Table of Students' Habit of Watching TikTok English Videos Questionnaire Validity.....	47
Table 8 The Interpretation of Cronbach's Alpha Coefficient.....	49
Table 9 The Reliability Statistic of Students' Habit of Watching TikTok English Videos Questionnaire.....	51
Table 10 The Table of Vocabulary Mastery Test Validity.....	52
Table 11 The Reliability Statistic of Vocabulary Mastery Test.....	54
Table 12 The Data Distribution of Students' Habit of Watching TikTok English Videos Questionnaire.....	58
Table 13 The Data Distribution of Vocabulary Mastery Test.....	59
Table 14 The Descriptive Analysis of Students' Habit of Watching TikTok English Videos Questionnaire.....	59
Table 15 The Descriptive Analysis of Vocabulary Mastery Test.....	60
Table 16 Normality Test.....	62
Table 17 Correlation Analysis.....	63

LIST OF FIGURES

	Page
Figure 1. TPACK Framework.....	22
Figure 2. TikTok Application.....	26

CHAPTER I

INTRODUCTION

The beginning part of this research describes several important points such as (1) background of the study, (2) problems of the study consisting of limitation and formulation, (3) objectives of the study, and (4) significances of the study.

1.1 The Background of Study

In the twenty-first century, Information and Communication Technology (ICT) has transformed the delivery and accessibility of education. ICT encompasses a wide array of digital tools and resources, including the internet, smartphones, and multimedia applications, which support teaching and learning processes. Moreover, Kanna (2024) describes that the integration of ICT into education redefines the learning landscape by enhancing student engagement and academic achievement through active learning, personalized instruction, and collaborative opportunities. In language learning, ICT facilitates learners' practice beyond traditional classroom settings by providing access to authentic materials, real-time communication, and various online platforms. As students become increasingly immerse in digital environments, particularly through social media, educators are encouraged to harness these platforms which is originally designed for social interaction and entertainment to support language acquisition in meaningful and engaging ways.

The development of digital technology has drastically changed the way people communicate, learn, and interact with information. This transformation is especially visible among teenagers who have grown up surrounded by smartphones, social media, and the internet. Among the numerous platforms available today, TikTok has emerged as one of the most influential and widely used applications. According to Business of Apps (2025), TikTok reclaims its position as the world's most downloaded app in 2024 with 773 million downloads, surpassing Instagram with 759 million. With its short-video format and algorithm-driven content, TikTok has become a part of daily life for millions of users, particularly those between the ages of 13 and 24. According to Kemp (2023), TikTok currently has over one billion users worldwide, and Indonesia is among the top five countries with the most active TikTok communities.

Although originally designed for entertainment purposes, TikTok has evolved into a platform that also offers educational content. A significant amount of TikTok videos are now produced by language teachers, English learners, and native speakers who share vocabulary, idioms, grammar tips, and cultural information through engaging short videos. This shift has opened new opportunities for students to interact with the English language beyond the classroom. The habit of watching TikTok English videos is no longer merely a pastime. For many students, it has become an informal language learning experience that is enjoyable, engaging, and accessible.

In modern educational contexts, including the use of digital media such as TikTok, students encounter a wide range of English vocabulary incidentally while

consuming short, engaging, and multimodal content. This incidental learning, characterized by encountering new words naturally rather than through deliberate study, has been shown to be effective in vocabulary acquisition, especially when exposure is frequent and contextually rich. As students engage with real-life scenarios, subtitles, and interactive discussions in English through TikTok videos, they reinforce and expand their vocabulary in a manner that traditional instruction alone might not achieve. Consequently, vocabulary learning today increasingly blends formal instruction with informal, technology-mediated experiences, offering learners richer opportunities to acquire and master new words organically.

In the field of language education, vocabulary mastery plays a fundamental role. It is impossible to acquire effective language skills without a sufficient understanding of vocabulary. As Webb and Nation (2017) emphasize, vocabulary is essential for reading comprehension, writing fluency, listening accuracy, and speaking confidence. Vocabulary is not only a matter of memorizing definitions but also involves recognizing word forms, collocations, connotations, and appropriate usage in different contexts. The more frequently students are exposed to vocabulary in meaningful contexts, the more likely they are to retain and use it accurately. A lack of vocabulary mastery significantly hinders students' reading comprehension skills, as limited lexical knowledge makes it difficult to construct meaning from texts, which ultimately leads to lower academic achievement (Ridwan, 2024).

TikTok videos provide rich multimodal input for vocabulary learning. They combine audio, visual, and textual elements to create highly contextualized and engaging content. For example, English-language videos on TikTok often include subtitles, facial expressions, real-life scenarios, and interactive features that allow viewers to pause, replay, and comment. Lee (2024) states that the combination of audio, visual, and textual cues on TikTok fosters deeper cognitive engagement and supports the long-term retention of vocabulary among learners. Furthermore, Puspita and Afna (2024) emphasize that TikTok's short-form and multimodal content significantly enhances vocabulary acquisition by providing learners with repeated exposure to language elements in an engaging and contextually rich environment.

Moreover, this learning environment accommodates various learning styles because it integrates visual, auditory, and contextual stimuli that help students absorb and retain vocabulary in ways that suit their individual preferences. As argue by Minda & Perdana (2023), students' visual, auditory, and kinesthetic learning styles significantly affect their success in vocabulary acquisition, demonstrating that multimodal instruction aligns well with diverse learner needs . In addition, social attitudes toward education have shifted, particularly among younger learners who now prefer interactive, technology-mediated experiences over passive, lecture-based instruction. According to Wang and Tahir (2020), the increasing integration of video-based platforms like TikTok reflects a broader educational trend where students seek autonomy, engagement, and real-life relevance in their learning experiences. The potential educational value of TikTok

aligns with Krashen's (1985) Input Hypothesis which states that language learners acquire language most effectively when they are exposed to input that is comprehensible and slightly above their current proficiency level. TikTok's algorithm enables users to view content that matches their interests and level of understanding. As students engage with more English content, their vocabulary exposure expands naturally. Furthermore, Mulyanah et al. (2024) find that TikTok effectively increases the motivation of English as a Foreign Language (EFL) students to learn English, as its engaging and interactive features encourage active participation and sustained interest in language learning.

However, in the context of Indonesia, especially in rural and semi-urban areas, English is often perceived as a school subject rather than a tool for real-life communication. Traditional vocabulary teaching methods rely heavily on textbooks, memorization, and translation. These approaches, while effective to some extent, may not fully engage students or reflect the way English is used in real-world situations. Moreover, vocabulary holds a central role in language development, as it enables learners to express thoughts, comprehend reading materials, and participate in meaningful interactions. As highlighted by Webb and Nation (2017), vocabulary knowledge is foundational for all aspects of language proficiency and is a strong predictor of learners' ability to use English effectively in academic and social contexts. Without sufficient vocabulary, students may struggle to understand even basic messages or construct coherent sentences, which in turn limits their language proficiency. Therefore, it is necessary to explore alternative sources of vocabulary exposure that are both relevant to

students' interests and reflective of authentic language use. One such source is TikTok English content.

When compared to formal classroom instruction, which often emphasizes isolated word lists and rote memorization, TikTok offers a more dynamic and experiential approach to vocabulary development. It promotes deep learning by encouraging students to make meaningful connections between language input and real-life usage, thereby fostering long-term retention rather than surface-level understanding. This perspective is supported by research published by Sural et al. (2024) in *Education and Information Technologies*, which found that context-based vocabulary learning supported by technology significantly enhanced students' vocabulary knowledge and motivation when compared to traditional printed materials. The study highlights how digital, interactive, and contextually rich instruction engages learners more effectively by reflecting how language is naturally used. In addition, a meta-analysis by Mahdi et al. (2024) published in *Acta Psychologica* found that multimedia glosses, which integrate textual explanations with visual and auditory supports, had a substantial positive effect on second language vocabulary learning, especially for beginner learners. The findings suggest that multimodal input strengthens both recognition and productive use of vocabulary. Similarly, Zhang and Ma (2024), in their research published in *Language Teaching Research*, revealed that hypermedia glosses combining audiovisual and textual explanations significantly improved vocabulary comprehension and usage among English language learners, providing

further evidence of the pedagogical value of multimodal resources in language education.

Furthermore, Rahmawati and Anwar (2022) conducted a study on Indonesian high school students and found that those who regularly watched English TikTok videos showed better vocabulary performance than those who did not. The study suggests that students can absorb new words naturally when they are exposed to them frequently and in interesting contexts. This finding supports the idea that students' digital habits can be transformed into meaningful learning opportunities. Similarly, Tran (2023) investigated the impact of TikTok as a short-form video platform on vocabulary acquisition and reported that students who engaged with English-language content on TikTok showed improved word retention and contextual understanding. The study emphasized that repeated exposure to authentic language input in engaging and real-life scenarios significantly contributes to learners' ability to internalize and actively use the vocabulary.

However, based on the interview that was done at SMP Negeri 1 Sungai Pinang Ogan Ilir, many eighth-grade students are active TikTok users. This indicates that several students frequently watch content in English, including storytelling and vocabulary lessons, which often feature contextual word usage, pronunciation models, and creative techniques to help learners remember new vocabulary in an engaging way. However, the actual impact of this habit on their vocabulary mastery has not yet been systematically studied. In particular, it remains unclear whether there is a statistically significant correlation between the

habit of watching English TikTok videos and the students' vocabulary mastery, as well as how much this habit contributes to their vocabulary development.

Based on the explanation above, the researcher was interested in conducting a study entitled “The Correlation between Students' Habit of Watching TikTok English Videos and their Vocabulary Mastery at the Eighth Graders of SMP Negeri 1 Sungai Pinang Ogan Ilir”.

1.2 The Problems of Study

1.2.1 The Limitation of Problem

This study was limited to investigate the correlation between the habit of watching TikTok English videos and vocabulary mastery of eighth-grade students at SMP Negeri 1 Sungai Pinang Ogan Ilir.

1.2.2 The Formulation of Problems

Based on the background of the study, the research problems were as follows:

1. Was there any significant correlation between students' habit of watching TikTok English videos and their vocabulary mastery at the eighth graders of SMP Negeri 1 Sungai Pinang Ogan Ilir?
2. How much did students' habit of watching TikTok English videos contribute to their vocabulary mastery at the eighth graders of SMP Negeri 1 Sungai Pinang Ogan Ilir?

1.3 The Objectives of Study

Based on the problems above, the objectives of the study were formulated as follows:

1. To find out whether or not there was any significant correlation between students' habit of watching TikTok English videos and their vocabulary mastery at the eighth graders of SMP Negeri 1 Sungai Pinang Ogan Ilir.
2. To determine how much students' habit of watching TikTok English videos contributes to their vocabulary mastery at the eighth graders of SMP Negeri 1 Sungai Pinang Ogan Ilir.

1.4 The Significances of Study

The researcher expects that this study can provide several benefits for students, teachers, and the researcher herself as well as other researchers.

1. For Students

This study expects to help students become more aware of the positive influence of watching TikTok English videos on their vocabulary development. By utilizing social media platforms more purposefully, students may improve their language skills in a more enjoyable and engaging way.

2. For Teachers

The findings of this study may encourage teachers to integrate popular digital media, such as TikTok, into their teaching strategies to support English learning, especially in vocabulary learning. Teachers may also better

understand students' learning habits outside the classroom and design activities that complement these habits.

3. For the Researcher Herself and Other Researchers

This study provides valuable experience for the researcher in conducting academic research and deepening the understanding of the relationship between media exposure and language learning. It may also serve as a useful reference for other researchers and researchers who wish to investigate similar topics in the future.

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