

ABSTRACT

Pamungkas, Puja Kathresna.(2024) : The Correlation Between Students' Frequency inwathching English TikTok Video and Their Vocabulary Mastery

This study aims to examine the relationship between students' frequency of watching English-language TikTok videos and their vocabulary mastery. With the increasing use of social media, particularly TikTok, as an educational tool, questions arise about its impact on language skills. This research adopts a quantitative approach, utilizing surveys to measure students' frequency of exposure to English content on TikTok and vocabulary tests to assess their vocabulary mastery. Data were collected from 30 high school students, and analysis was conducted using Pearson correlation and significance testing.

The results indicate a moderate positive correlation ($r = 0.493$) between the frequency of watching English-language TikTok videos and students' vocabulary mastery. This finding suggests that the more frequently students are exposed to English content on TikTok, the better their vocabulary mastery becomes. The significance test supports the hypothesis that the frequency of watching TikTok videos in English positively affects vocabulary mastery, with a t-value of 3.00 exceeding the t-table value of 2.048, leading to the rejection of the null hypothesis.

This study concludes that digital platforms like TikTok can enhance vocabulary mastery. The interactive, visual, and contextual nature of TikTok content supports language learning, offering a modern alternative to traditional vocabulary teaching methods. Future research is suggested to explore the long-term effects of using TikTok for language learning.

Keywords: TikTok, vocabulary mastery, social media, language learning, high school students, quantitative research, Pearson correlation, digital learning.