

ABSTRACT

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Students' Perception Toward the Use of Marina Tasha TikTok's Video on English Vocabulary Mastery of 4th Semester Students of English Department at UIN Sayyid Ali Rahmatullah Tulungagung. Advisor: Dr. H. Nursamsu, S.Pd.I., M.Pd.

Keywords: Students' Perception, TikTok, Vocabulary Mastery, Marina Tasha

Vocabulary is a crucial part of language learning because it helps students understand and use language effectively. However, traditional methods are often seen as boring and hard to remember. The rise of social media platforms like TikTok offers new, more engaging ways to learn. One example is Marina Tasha, a content creator who uses English in her food review videos, providing a fun and meaningful context for learning vocabulary.

This research aimed to explore the perceptions of 4th-semester students of the English Education Department at UIN Sayyid Ali Rahmatullah Tulungagung toward the use of Marina Tasha's TikTok videos in learning English vocabulary. The research was guided by the question: "Is there any positive perception among 4th-semester English Department students at UIN Sayyid Ali Rahmatullah Tulungagung toward the use of Marina Tasha's TikTok videos in learning English vocabulary?" A quantitative method with a descriptive design was employed. The sample consisted of 38 students selected using purposive sampling, considering their relevance to the research focus and familiarity with the TikTok platform. Data were collected using a questionnaire consisting of 30 statements rated on a 5-point Likert scale. The instrument was tested for validity and reliability using SPSS version 27.

The findings indicated that students had a positive perception toward the use of Marina Tasha's TikTok videos for vocabulary learning. The results showed that the videos were engaging, easy to understand, and helpful in improving vocabulary mastery. This was supported by the highest overall mean score of 4.24, which falls into the "positive" category based on the interpretation scale by Pananchanok & Chanwaiwit (2019).

In conclusion, Marina Tasha's TikTok videos are perceived as a helpful and engaging medium to support English vocabulary learning. The integration of short-form video content into language education provides contextual, authentic input that enhances motivation and improves vocabulary mastery. Therefore, TikTok can serve as a relevant supplementary tool in modern English language learning environments.

ABSTRAK

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Kata Kunci: Persepsi Mahasiswa, TikTok, Penguasaan Kosakata, Marina Tasha

Kosakata merupakan aspek penting dalam pembelajaran bahasa karena membantu siswa memahami dan menggunakan bahasa dalam komunikasi sehari-hari. Namun, metode tradisional sering dianggap membosankan dan sulit diingat. Media sosial seperti TikTok kini menjadi alternatif baru yang lebih menarik. Salah satunya adalah Marina Tasha, kreator konten yang menggunakan bahasa Inggris saat mengulas makanan, sehingga memberikan konteks pembelajaran yang otentik dan menyenangkan.

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa semester 4 Program Studi Pendidikan Bahasa Inggris UIN Sayyid Ali Rahmatullah Tulungagung terhadap penggunaan video TikTok Marina Tasha dalam pembelajaran kosakata. Rumusan masalahnya adalah: "Apakah terdapat persepsi positif dari mahasiswa terhadap penggunaan video TikTok Marina Tasha dalam pembelajaran kosakata bahasa Inggris?" Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif. Sampel terdiri dari 38 mahasiswa yang dipilih menggunakan teknik purposive sampling. Instrumen berupa kuesioner dengan 30 pernyataan dalam skala Likert 5 poin, serta diuji validitas dan reliabilitasnya menggunakan SPSS versi 27.

Hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi positif terhadap penggunaan video Marina Tasha. Video dinilai menarik, mudah dipahami, dan membantu penguasaan kosakata. Hal ini didukung oleh skor mean tertinggi sebesar 4,24, yang termasuk dalam kategori positif berdasarkan interpretasi Pananchanok & Chanwaiwit (2019).

Dapat disimpulkan bahwa video TikTok Marina Tasha dipersepsikan sebagai media yang efektif dan menarik dalam pembelajaran kosakata. Integrasi konten video pendek dalam pembelajaran bahasa memberikan input kontekstual yang meningkatkan motivasi dan penguasaan kosakata siswa.