

THE INFLUENCE OF K-POP EXPOSURE THROUGH SOCIAL MEDIA ON ENGLISH VOCABULARY MASTERY AMONG SENIOR HIGH SCHOOL STUDENTS

Auliya Andira Putri¹, Chairil Anwar Korompot², Ryan Rayhana Sofyan³
^{1,2,3} Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra,
Universitas Negeri Makassar

¹auliyaandiraputri@gmail.com, ²cakorompot@unm.ac.id ³ryan.sofyan@unm.ac.id

ABSTRACT

The growing popularity of K-Pop among Indonesian adolescents has opened new opportunities for informal English exposure through social media platforms such as Instagram, TikTok, YouTube, and Weverse. Students frequently encounter English vocabulary through song lyrics, subtitles, captions, comments, and online interactions embedded in K-Pop content. This study examined the influence of K-Pop exposure through social media on senior high school students' English vocabulary mastery. Using a quantitative correlational design, the study involved 50 students of SMA Negeri 3 Bulukumba selected through purposive sampling. Data were collected using a K-Pop Exposure Questionnaire and a Vocabulary Mastery Test measuring word meaning, word form, and lexical meaning, and were analyzed through descriptive statistics, Pearson Product Moment Correlation, and Simple Linear Regression with the assistance of IBM SPSS. Prior to hypothesis testing, the data were confirmed to satisfy the assumptions of normality, linearity, homoscedasticity, and independence of errors. The results showed a strong, statistically significant positive correlation between K-Pop exposure and vocabulary mastery ($r = 0.671$, $p < 0.001$), and regression analysis indicated that K-Pop exposure accounted for 45.1% of the variance in students' vocabulary mastery ($R^2 = 0.451$, $F = 39.388$, $p < 0.001$), with the regression equation $Y = 1.741 + 0.180X$. These findings demonstrate that authentic and repeated English input embedded in K-Pop content can meaningfully support incidental vocabulary development, positioning social media as a valuable informal learning resource that complements formal English instruction.

Keywords: K-Pop exposure, social media, vocabulary mastery, English as a foreign language, senior high school students

ABSTRAK

Meningkatnya popularitas K-Pop di kalangan remaja Indonesia membuka peluang baru bagi paparan bahasa Inggris secara informal melalui platform media sosial seperti Instagram, TikTok, YouTube, dan Weverse. Siswa kerap menjumpai kosakata bahasa Inggris melalui lirik lagu, subtitle, caption, komentar, serta interaksi daring yang melekat pada konten K-Pop. Penelitian ini bertujuan mengkaji pengaruh paparan K-Pop melalui media sosial terhadap penguasaan kosakata bahasa Inggris siswa sekolah menengah atas. Dengan desain kuantitatif korelasional, penelitian ini melibatkan 50 siswa SMA Negeri 3 Bulukumba yang dipilih melalui purposive sampling. Data dikumpulkan menggunakan Kuesioner Paparan K-Pop dan Tes Penguasaan Kosakata yang mengukur makna kata, bentuk kata, dan makna leksikal, kemudian dianalisis menggunakan statistik deskriptif, Pearson Product

Moment Correlation, dan Simple Linear Regression berbantuan IBM SPSS. Sebelum pengujian hipotesis, data dipastikan memenuhi asumsi normalitas, linearitas, homoskedastisitas, dan independensi galat. Hasil penelitian menunjukkan korelasi positif yang kuat dan signifikan secara statistik antara paparan K-Pop dan penguasaan kosakata ($r = 0,671$; $p < 0,001$), sementara analisis regresi menunjukkan bahwa paparan K-Pop berkontribusi sebesar 45,1% terhadap variasi penguasaan kosakata siswa ($R^2 = 0,451$; $F = 39,388$; $p < 0,001$), dengan persamaan regresi $Y = 1,741 + 0,180X$. Temuan ini menunjukkan bahwa paparan bahasa Inggris yang autentik dan berulang pada konten K-Pop dapat mendukung perkembangan kosakata secara insidental, sehingga media sosial dapat diposisikan sebagai sumber belajar informal yang bernilai untuk melengkapi pembelajaran bahasa Inggris formal.

Kata Kunci: paparan K-Pop, media sosial, penguasaan kosakata, bahasa Inggris sebagai bahasa asing, siswa sekolah menengah atas

A. Introduction

In recent years, K-Pop has developed from a regional entertainment genre into a global cultural phenomenon that transcends geographical, linguistic, and cultural boundaries. This development has influenced not only the entertainment industry but also patterns of media consumption, language exposure, social interaction, and the formation of cultural identity, particularly among young people. Jin (2016) describes K-Pop as a transnational cultural industry that combines music, entertainment, technology, and digital media to reach global audiences, while Lie (2021) argues that K-Pop has evolved into a cultural force that influences lifestyles, communication patterns, and identity formation among young people across countries.

The popularity of K-Pop has expanded alongside the growth of social media. Research indicates that approximately 90% of Indonesian internet users aged 16-24 actively use platforms such as Instagram, TikTok, and YouTube, which also function as major channels for the distribution and consumption of K-Pop content (Darmawan & Izzah, 2023). These platforms serve as central spaces for fan interaction, content sharing, and cultural participation (Zainal & Rahmat, 2020). At SMA Negeri 3 Bulukumba, daily interactions among students indicate that they are familiar with K-Pop content and the English vocabulary embedded in it, making this medium one of the sources of English language exposure outside the classroom.

For senior high school students, social media does not merely function as a source of entertainment but also as an interactive space that facilitates informal language learning through lyric translations, fan discussions, and various forms of digital content. Exposure to English elements in song lyrics, subtitles, captions, and fan-generated translations allows students to repeatedly encounter English vocabulary in meaningful contexts. However, preliminary observations and informal conversations with English teachers indicate that although students recognize many English vocabulary items commonly found in K-Pop content, they have not fully demonstrated comprehensive vocabulary mastery, particularly when such vocabulary appears in academic contexts.

A number of previous studies have examined the global popularity of K-Pop and its influence on youth culture; however, most of these studies focus on cultural consumption, identity formation, or learning motivation (Amalia, 2023). Research that specifically highlights the pedagogical dimension—particularly English vocabulary mastery encompassing word meaning, word form, and

contextual understanding simultaneously—remains relatively limited. K-Pop groups such as BTS, Blackpink, and EXO consistently incorporate English elements into their content, enabling students to encounter English vocabulary naturally (Schneider, 2023). Nevertheless, within formal learning contexts, vocabulary gained through such exposure does not necessarily develop optimally without adequate contextual understanding, given that the English used in K-Pop content tends to be informal, repetitive, and slang-based (Ahmad Hanan et al., 2023; Aniuranti, 2020).

The relationship between K-Pop exposure and vocabulary mastery can be explained through Krashen's Input Hypothesis (1985), which asserts that language acquisition occurs when learners receive meaningful and comprehensible input. Repeated exposure to English vocabulary through songs, interviews, and online interactions may facilitate incidental vocabulary learning. Vocabulary mastery itself is regarded as an essential component of language proficiency, encompassing the understanding of word meaning, recognition of word form, and accurate

interpretation of words in context (Nation, 2013; Schmitt, 2020). From a sociolinguistic and educational perspective, engagement with K-Pop can also foster integrative motivation (Gardner, 1985) and support social learning through observation and imitation (Bandura, 1977); students' emotional attachment to K-Pop idols may increase their attention to and engagement with the English vocabulary used.

Based on the foregoing discussion, this study aims to (1) identify the level of K-Pop exposure through social media among senior high school students in terms of frequency, duration, and types of English input, and (2) examine whether exposure to K-Pop content through social media has a significant influence on students' English vocabulary mastery at SMA Negeri 3 Bulukumba. This study is expected to contribute theoretically to research on media-assisted language learning, as well as offer practical benefits for teachers in designing vocabulary instruction strategies that capitalize on students' interest in popular culture.

B. Research Method

This study employed a quantitative correlational research design to examine the relationship between K-Pop exposure through social media (variable X) and students' English vocabulary mastery (variable Y). A correlational design was considered appropriate because both variables were measured naturally without any treatment manipulation (Creswell, 2014). Pearson Product Moment Correlation was used to determine the strength and direction of the relationship, while Simple Linear Regression was used to examine the predictive power of K-Pop exposure on vocabulary mastery (Pallant, 2020).

The population of this study consisted of students at SMA Negeri 3 Bulukumba. The sample comprised 50 students selected through purposive sampling based on the following criteria: active use of social media (YouTube, TikTok, Instagram, or Weverse), regular consumption of K-Pop content containing English elements, and willingness to participate voluntarily. This technique was chosen because the study required participants who were genuinely exposed to the phenomenon under investigation (Etikan et al.,

2016), and the sample size was consistent with Cohen et al.'s (2018) recommendation of 50-100 participants for detecting moderate correlations with adequate statistical power.

Data were collected using two instruments. First, the K-Pop Exposure Questionnaire, modified from Pangaribuan et al. (2025), consisted of 20 items on a five-point Likert scale measuring three indicators: frequency of access (items 1-7), duration of engagement (items 8-14), and types of English-based engagement such as subtitles, captions, and comments (items 15-20). Second, the Vocabulary Mastery Test comprised 25 multiple-choice items based on authentic K-Pop materials (lyrics, captions, interviews, subtitles), measuring word meaning (items 1-8), word form/spelling (items 9-15), and contextual lexical meaning (items 16-25). A summary of both instrument blueprints is presented in Table 1 and Table 2.

Table 1 Blueprint of the K-Pop Exposure Questionnaire

Indicator	Items	Scale
Frequency of accessing K-Pop content	1-7	Likert 1-5
Duration of engagement with K-Pop content	8-14	Likert 1-5
Types of English-based engagement	15-20	Likert 1-5

Table 2 Blueprint of the Vocabulary Mastery Test

Component	Items	Source Material
Word meaning	1-8	Lyrics, captions
Word form (spelling)	9-15	Lyrics, captions
Contextual lexical meaning	16-25	Lyrics, interviews, subtitles

Content validity of both instruments was reviewed by two senior high school English teachers and one English education lecturer, while reliability was examined using Cronbach's Alpha for the questionnaire and the Kuder-Richardson Formula 20 (KR-20) for the vocabulary test, with coefficients of 0.70 or higher considered acceptable (Fraenkel & Wallen, 2019; George & Mallery, 2019). Prior to the main data collection, a pilot test involving 10 students with similar characteristics was conducted to check item clarity, and the results were used to revise several ambiguous items.

After obtaining permission from the school, the questionnaire was administered first ($\pm$ 15-20 minutes), followed by the vocabulary test ($\pm$ 25-30 minutes) on the same group of participants under standardized conditions. Questionnaire responses were scored on a 1-5 scale, while the

vocabulary test was scored dichotomously (0-25). Data were analyzed using IBM SPSS through descriptive statistics (mean, standard deviation, minimum-maximum scores), assumption testing (normality via Kolmogorov-Smirnov and Shapiro-Wilk, linearity, homoscedasticity via residual scatterplot, and independence of errors via the Durbin-Watson statistic), followed by Pearson Product Moment Correlation and Simple Linear Regression at a significance level of 0.05. The research hypotheses were formulated as follows: H_0 = there is no significant influence of K-Pop exposure through social media on students' English vocabulary mastery; H_1 = there is a significant influence of K-Pop exposure through social media on students' English vocabulary mastery.

C. Results and Discussion

1. Descriptive Statistics

Descriptive statistics provide a general overview of the distribution of both variables, as presented in Table 3.

Table 3 Descriptive Statistics

Variable	N	Min	Max	Mean	SD
K-Pop Exposure	50	21	99	59.46	19.507
Vocabulary Mastery	50	2	22	12.46	5.238

The mean score of students' K-Pop exposure was 59.46 (SD = 19.507), ranging from 21 to 99, while the mean score of vocabulary mastery was 12.46 (SD = 5.238), ranging from 2 to 22. The relatively large variation in both variables indicates sufficient variability in the dataset to support correlation and regression analyses.

2. Assumption Testing

Prior to hypothesis testing, normality, linearity, homoscedasticity, and autocorrelation tests were conducted. The Kolmogorov-Smirnov and Shapiro-Wilk tests produced significance values above 0.05 for both variables (KS = 0.200/0.200; Shapiro-Wilk = 0.330/0.188), indicating that the data were normally distributed. The linearity test showed a significance value for linearity of < 0.001 and a deviation from linearity of 0.089 (> 0.05), indicating a linear relationship between the variables without significant deviation. Inspection of the residual scatterplot showed a random distribution of points around the zero line, indicating no heteroscedasticity problem. The Durbin-Watson value of 2.478 (close to 2) indicated no autocorrelation in the regression model. All assumptions were therefore

satisfied, allowing inferential analysis to proceed.

3. Pearson Product Moment

Correlation

Table 4 Correlation between K-Pop Exposure and Vocabulary Mastery

Variables	r	Sig. (2-tailed)
K-Pop Exposure – Vocabulary Mastery	0.671	< 0.001

The Pearson correlation coefficient of 0.671 with a significance value of < 0.001 indicates a strong, statistically significant positive relationship between K-Pop exposure through social media and English vocabulary mastery. This means that students with higher levels of K-Pop exposure tend to demonstrate better English vocabulary mastery.

4. Simple Linear Regression

Table 5 Regression Model Summary

Indicator	Value
R	0.671
R Square	0.451
Adjusted R Square	0.439
F	39.388
Sig.	< 0.001

Table 6 Regression Coefficients

Variable	B	t	Sig.
Constant	1.741	0.970	0.337
K-Pop Exposure	0.180	6.276	< 0.001

The R Square value of 0.451 indicates that K-Pop exposure accounted for 45.1% of the variance in students' English vocabulary mastery, while the remaining 54.9% was explained by other factors outside this study. The F test produced a value of 39.388 with a significance of < 0.001, indicating that the regression model was statistically significant. The regression coefficient for K-Pop exposure was 0.180 ($t = 6.276$; sig. < 0.001), yielding the regression equation $Y = 1.741 + 0.180X$, meaning that every one-point increase in K-Pop exposure is associated with a 0.180-point increase in vocabulary mastery. Based on these results, H_0 was rejected and H_1 was accepted: K-Pop exposure through social media has a significant positive influence on the English vocabulary mastery of students at SMA Negeri 3 Bulukumba.

5. Discussion

These findings support Krashen's Input Hypothesis (1985), which asserts that language acquisition develops through meaningful and comprehensible input. Through K-Pop content, students obtained authentic English exposure via subtitles, song lyrics, captions, interviews, comments, and social media interactions. Since

students already had an interest in K-Pop as part of their entertainment activities, their engagement with English input tended to occur voluntarily and repeatedly, supporting natural and unconscious vocabulary acquisition. This finding is also relevant to Gardner's (1985) concept of integrative motivation—students' emotional attachment to K-Pop idols may increase their motivation to understand English expressions—as well as Bandura's Social Learning Theory (1977), which explains that learners may acquire language through observation and imitation of the English expressions used by idols and online fan communities.

These results are also consistent with Nation's (2013) view that repeated exposure to vocabulary in meaningful contexts contributes significantly to vocabulary development, as well as Schmitt's (2008) view that vocabulary acquisition develops gradually through repeated encounters with words in meaningful contexts. Students who regularly consumed K-Pop content across platforms such as YouTube, TikTok, Instagram, and Weverse were likely to encounter the same English vocabulary repeatedly, thereby strengthening their understanding of

the words' meaning, spelling, and contextual use. This finding reinforces the results of Pangaribuan et al. (2025) and Fatika and Wahyuningsih (2024), who reported that exposure to English content through social media and K-Pop-related media contributed positively to EFL students' vocabulary learning.

Nevertheless, the R Square value of 0.451 indicates that K-Pop exposure is not the sole factor influencing vocabulary mastery; the remaining 54.9% of the variance is explained by other factors such as classroom instruction, reading habits, academic motivation, learning strategies, and exposure to other English-language media. In addition, some students with high levels of K-Pop exposure did not always show correspondingly high vocabulary mastery scores, suggesting that exposure alone is insufficient without active vocabulary practice and effective learning strategies. English vocabulary in K-Pop content also tends to be informal, repetitive, and slang-based, meaning students risk becoming more familiar with conversational vocabulary than with formal academic vocabulary.

This study has several limitations, including the limited number of

participants (50 students from a single school), which warrants caution in generalizing the findings; a focus restricted to receptive vocabulary mastery without measuring other language skills; and reliance on self-report questionnaire data, which may be influenced by participants' subjective perceptions.

D. Conclusion

This study concludes that K-Pop exposure through social media has a strong positive relationship with, and a significant influence on, the English vocabulary mastery of students at SMA Negeri 3 Bulukumba, with a correlation coefficient of $r = 0.671$ ($p < 0.001$) and a contribution of 45.1% to the variance in vocabulary mastery ($R^2 = 0.451$). These findings indicate that repeated exposure to English elements in K-Pop content—such as lyrics, subtitles, captions, comments, and online interactions—can meaningfully and enjoyably support students' vocabulary development as a complement to formal classroom instruction. Based on these findings, students are encouraged to engage with K-Pop content more strategically by noticing new vocabulary and practicing it in daily communication; English teachers

are encouraged to integrate authentic media materials of interest to students, such as K-Pop lyrics and captions, into vocabulary learning activities; and future researchers are encouraged to involve larger and more diverse samples and to examine the influence of K-Pop exposure on other English language skills, such as speaking, listening, reading, and writing.

REFERENCES

- Ahmad Hanan, Yuliani, N., & Suadiyatno, T. (2023). The role of social media on students' English vocabulary achievement. *Jurnal Ilmu Sosial dan Pendidikan (JISIP)*, 7(1).
<https://doi.org/10.58258/jisip.v7i1.4507>
- Amalia, E. P. (2023). The impact of foreign K-Pop idols on Indonesian fans' English learning motivation in terms of English as a foreign language (Skripsi). Universitas Muhammadiyah Ponorogo.
- Aniuranti, A. (2020). The functions of English terms in Korean popular music (K-Pop): A register analysis. <https://doi.org/10.52429/SELJU.V3I2.482>
- Bandura, A. (1977). *Social learning theory*. Prentice-Hall.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Darmawan, D. A., & Izzah, L. (2023). Writing development in K-Pop stan Twitter communities. *CONCEPT*.

- <https://doi.org/10.32534/jconcept.v8i2.3045>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Fatika, M., & Wahyuningsih, S. (2024). Fostering English skills through K-Pop: Evidence from students in Indonesia. *Proceedings of the CELTI Conference on English Language Teaching*.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold.
- George, D., & Mallery, P. (2019). *IBM SPSS statistics 26 step by step: A simple guide and reference* (16th ed.). Routledge.
- Jin, D. Y. (2016). *New Korean wave: Transnational cultural power in the age of social media*. University of Illinois Press.
- Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53(1), 59–68. <https://doi.org/10.1016/j.bushor.2009.09.003>
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.
- Lie, J. (2021). *K-Pop: Popular music, cultural amnesia, and economic innovation in South Korea* (2nd ed.). University of California Press.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- <https://doi.org/10.1017/CBO9781139858656>
- Pallant, J. (2020). *SPSS survival manual* (7th ed.). Open University Press.
- Pangaribuan, R., Fatika, D., & Wahyuningsih, S. (2025). K-Pop exposure and English vocabulary development among Indonesian EFL learners. *Journal of Language Education and Research*.
- Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329–363. <https://doi.org/10.1177/1362168808089921>
- Schmitt, N. (2020). *Vocabulary in language teaching* (2nd ed.). Cambridge University Press.
- Schneider, I. (2023). English's expanding linguistic foothold in K-Pop lyrics. *English Today*. <https://doi.org/10.1017/s0266078423000275>
- Webb, S., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.
- Zainal, Z., & Rahmat, N. H. (2020). Social media and its influence on vocabulary and language learning: A case study. *European Journal of Education Studies*. <https://doi.org/10.46827/EJES.V7I11.3331>