TEACHING ENGLISH WITH TIK TOK: A CONTENT ANALYSIS OF #LEARNINGENGLISHWITHMRFAISAL

MENGAJAR BAHASA INGGRIS DENGAN TIKTOK: ANALISIS KONTEN #LEARNINGENGLISHWITHMRFAISAL

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Abstract

The rise of social media platforms like TikTok has created new avenues for informal language learning. This study employs a qualitative content analysis to investigate the pedagogical strategies within the popular Indonesian TikTok hashtag #learningenglishwithmrfaisal. The research aims to identify the types of English language content, teaching strategies, and pedagogical approaches used by the creator, Mr. Faisal. A systematic analysis was conducted on a purposive sample of 10 public TikTok videos from the hashtag. Data collection involved video observation, transcription, and documentation of multimodal elements, followed by a thematic analysis. Key findings reveal a primary focus on pronunciation drills and practical vocabulary, delivered through highly repetitive and multimodal techniques. Mr. Faisal effectively combines verbal repetition, visual cues (on-screen text, mouth close-ups), exaggerated facial expressions, and motivational speaking to facilitate learning and maintain engagement. The study concludes that TikTok serves as a significant platform for informal digital language learning, particularly for micro-learning and confidence-building. These findings suggest that formal educators can adopt similar engaging, bite-sized techniques, while content creators can leverage multimodal design to enhance instructional video effectiveness.
Keywords : content analysis, english language teaching, informal language learning, MALL, social media in ELT, tiktok.

Abstrak

Munculnya platform media sosial seperti TikTok telah menciptakan jalur baru untuk pembelajaran bahasa informal. Studi ini menggunakan analisis konten kualitatif untuk menyelidiki strategi pedagogis dalam tagar TikTok populer Indonesia #belajarbahasainggrisbersamabapakfaisal. Penelitian ini bertujuan untuk mengidentifikasi jenis konten bahasa Inggris, strategi pengajaran, dan pendekatan pedagogis yang digunakan oleh pembuatnya, Bapak Faisal. Analisis sistematis dilakukan pada sampel

purposif 10 video TikTok publik dari tagar tersebut. Pengumpulan data melibatkan observasi video, transkripsi, dan dokumentasi elemen multimodal, diikuti dengan analisis tematik. Temuan utama mengungkapkan fokus utama pada latihan pengucapan dan kosakata praktis, yang disampaikan melalui teknik yang sangat repetitif dan multimodal. Bapak Faisal secara efektif menggabungkan pengulangan verbal, isyarat visual (teks di layar, close-up mulut), ekspresi wajah yang berlebihan, dan pidato motivasi untuk memfasilitasi pembelajaran dan menjaga keterlibatan. Studi ini menyimpulkan bahwa TikTok berfungsi sebagai platform penting untuk pembelajaran bahasa digital informal, khususnya untuk pembelajaran mikro dan peningkatan kepercayaan diri. Temuan ini menunjukkan bahwa pendidik formal dapat mengadopsi teknik yang menarik dan berukuran kecil serupa, sementara pembuat konten dapat memanfaatkan desain multimodal untuk meningkatkan efektivitas video instruksional..
Kata Kunci : analisis konten, pengajaran bahasa Inggris, pembelajaran bahasa informal, MALL, media sosial dalam pengajaran bahasa Inggris, tiktok.

1. INTRODUCTION

a. Research Background

The contemporary educational landscape is undergoing a profound transformation, characterized by a significant shift from traditional classroom settings to dynamic, digital learning environments. Social media platforms, initially designed for social interaction and entertainment, have rapidly evolved into potent venues for informal education. Among these, TikTok, with its global user base surpassing one billion, has emerged as a particularly influential platform, especially among younger demographics (Pew Research Center, 2023). Its core feature of short-form, vertically oriented videos aligns with modern consumption patterns and attention economies, making it a fertile ground for educational content, a trend often termed "#Edutok."

Within this digital ecosystem, language learning has found a new home. The platform's features including duets, stitches, interactive stickers, and a powerful algorithm that curates personalized content feeds facilitate a unique form of Mobile-Assisted Language Learning (MALL). This paradigm emphasizes learning that is personal, contextual, and on-demand (Lee & Lee, 2022). The concept of Informal Digital Learning of English (IDLE) aptly describes this phenomenon, where learners autonomously use digital resources like TikTok for language acquisition outside formal educational structures (Sockett, 2014). On TikTok, this manifests in bite-sized lessons covering vocabulary, grammar, pronunciation, and cultural nuances, often delivered in highly engaging and multimodal formats.

The rise of "edu-fluencers", educators who leverage social media for teaching exemplifies this trend. In Indonesia, a country with a massive and youthful English-learning population, creators like Mr. Faisal have gained substantial followings. His dedicated hashtag, #learningenglishwithmrfaisal, aggregates a collection of videos where he teaches English using a charismatic and accessible approach. His success underscores a shift in pedagogical authority, where informal creators can significantly impact learners' journeys. While recent studies have begun to explore TikTok's educational potential (e.g., Chen, 2022 on Chinese learners; Dhimas, 2024 on social media engagement), there remains a pressing need for deeper, systematic analysis of the specific pedagogical strategies employed by such localized content creators.

b. Research Problem

Despite the growing popularity of educational content on TikTok, empirical research has not aligned with the phenomenon. Existing studies often provide broad overviews of TikTok's potential or focus on general learner perceptions and engagement metrics. However, a critical gap exists in the rigorous, systematic analysis of the actual *pedagogical content* and *teaching methodologies* embedded within these short-form videos. Specifically, there is a scarcity of research that separates the instructional techniques of specific, non-Western edu-fluencers who provide to local contexts and learning needs.

The problem, therefore, is threefold: (1) a lack of in-depth studies examining the concrete teaching strategies (e.g., repetition, visual aids, corrective feedback models) used in TikTok language content; (2) a limited understanding of the types of linguistic knowledge (e.g., lexical, grammatical, phonological, pragmatic) that are prioritized in these informal settings; and (3) a particular lack of focus on successful local creators like Mr. Faisal, whose content may reflect culturally or linguistically specific pedagogical choices that are not captured in broader, Western-centric studies. This study seeks to overcome this gap by conducting a focused content analysis on the #learningenglishwithmrfaisal hashtag.

c. Research Objectives

The primary objective of this research is to conduct a systematic qualitative content analysis of the TikTok videos under the hashtag #learningenglishwithmrfaisal. This overarching objective is broken down into the following specific objectives: To identify and categorize the types of English language content (e.g., vocabulary, grammar, pronunciation, motivational language) presented in the selected videos. To analyze and describe the specific teaching strategies and techniques (e.g., use of multimodal resources, questioning, repetition, humor) employed by Mr. Faisal to facilitate learning. To interpret the underlying pedagogical approaches evident in the content and discuss their potential implications for informal language acquisition.

d. Significance of the Study

This research offers significant contributions to various stakeholders in the field of education: For English Language Teachers, the findings can provide authentic examples of engaging, bite-sized pedagogical techniques that can be adapted for blended or flipped classrooms to increase student motivation and engagement. For Educational Content Creators, the analysis can serve as a blueprint for effective content design, highlighting the pedagogical strategies that make language learning videos on TikTok effective, thereby improving the quality of informal education online. For Researchers and Policymakers, the study contributes to the academic discourse on MALL, IDLE, and digital literacy. It provides empirical data on how social media is reshaping language learning, which can inform digital literacy policies and curriculum development for the 21st century.

e. Research Questions

To guide the investigation, this study is driven by the following research questions:

What teaching strategies or techniques does Mr. Faisal employ in his TikTok videos to make English learning accessible and engaging for his audience?

2. RESEARCH METHOD

This chapter outlines the methodological framework employed to investigate the teaching strategies and techniques used in the #learningenglishwithmrfaisal TikTok videos. A systematic and replicable research design is crucial for conducting a rigorous content analysis. This study adopts a qualitative research approach, utilizing a qualitative content analysis design to provide a detailed and nuanced understanding of the pedagogical phenomena within the selected digital content.

a. Research Design

This research employs a qualitative content analysis design. Qualitative content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005). This design is particularly appropriate for this study as it allows for an in-depth, descriptive analysis of the manifest and latent content of the TikTok videos (Schreier, 2012). Unlike quantitative content analysis which focuses on frequency counts, the qualitative approach is chosen to richly describe the complex nature of teaching strategies, including the interplay of verbal communication, nonverbal cues, and multimedia elements. The primary goal is to develop a comprehensive categorization of Mr. Faisal's pedagogical techniques and to understand *how* these techniques are operationalized to make English learning accessible and engaging, directly addressing the research question.

b. Research Site and Data Source

The primary data source for this study is public TikTok content aggregated under the hashtag #learningenglishwithmrfaisal. This hashtag was selected as it represents a centralized and thematically consistent body of work by a single, influential creator in the Indonesian Edutok community.

The video selection followed a purposive sampling strategy to ensure the data was relevant to the research objectives. The following inclusion and exclusion criteria were applied: Inclusion Criteria, videos must be publicly accessible and use the hashtag #learningenglishwithmrfaisal. The main content of the video must involve explicit teaching or explanation of English language concepts (e.g., vocabulary, grammar, pronunciation). Videos must have a duration between 15 and 90 seconds, aligning with TikTok's characteristic short-form format. Videos were posted between January 2023 and July 2025 to ensure contemporaneity and relevance. Exclusion Criteria, videos that are purely promotional, personal vlogs, or do not contain explicit instructional content. Duplicate videos or reposts. Videos longer than 90 seconds, as they may represent a different format (e.g., TikTok LIVE snippets).

After applying these criteria, a final sample of 10 videos was selected for analysis. This sample size is deemed sufficient for a qualitative, in-depth content analysis that aims for data saturation within a specific, bounded phenomenon (Braun & Clarke, 2021).

c. Data Collection Procedure

The data collection process was conducted in several systematic stages:

1) Identification and Archiving: The hashtag #learningenglishwithmrfaisal was searched on the TikTok platform. The 10 selected videos were downloaded using a dedicated software tool that preserves the original video and audio quality. Each video was assigned a unique code (e.g., V01, V02, ... V10) for anonymized referencing and tracking.

2) Transcription: The verbal content (speech) of each video was transcribed verbatim into text documents. This included all words spoken by Mr. Faisal, ensuring accuracy for subsequent textual analysis.

3) Multimodal Annotation: Beyond transcription, each video was repeatedly viewed to document multimodal and nonverbal elements. A structured annotation protocol was used to record: On-screen text, any text overlay, captions, or keywords displayed. Visual cues, Mr. Faisal's facial expressions, gestures, mouth movements (especially for pronunciation), and use of props or background. Audio cues, use of background music, sound effects, and changes in tone, pace, or volume of speech. TikTok features, use of specific features like green screen, filters, stitches, or duets.

4) Data Organization: All data including video files, transcripts, and annotation sheets were organized in a digital database for easy retrieval and analysis.

To enhance the reliability of the data collection, an initial subset of 10 videos was independently coded by a second researcher. The consistency in transcription and annotation was reviewed, and any discrepancies were discussed until a consensus was reached, thereby establishing inter-coder reliability at this preliminary stage.

d. Data Analysis Technique

The data analysis followed a thematic qualitative content analysis process, guided by the framework of Braun and Clarke (2006, 2021) and the principles of qualitative content analysis by Schreier (2012). The process was iterative and involved the following steps: Familiarization, the researcher immersed themselves in the data by repeatedly watching the videos and reading the transcripts to gain a deep understanding of the content.

Generating Initial Codes, systematic coding was applied to the dataset. Initial codes were generated that identified specific instances of teaching strategies and engagement techniques. For example, a segment where Mr. Faisal repeated a word three times was coded as "use of repetition," and a close-up shot of his mouth was coded as "visual articulation aid." Searching for Themes, the initial codes were then collated and grouped into potential themes that represented broader patterns of pedagogical strategies. This study developed a preliminary coding scheme based on both the research question and emergent patterns from the data. The main thematic categories included: Direct Instruction Techniques, e.g., explicit explanation, rule formulation, modeling. Scaffolding and Practice Techniques, e.g., repetition, choral drills,

guided practice, elicitation. Multimodal Enhancement Strategies, e.g., visual reinforcement (text, images), auditory reinforcement (music, sound effects), kinesthetic reinforcement (gestures, facial expressions). Affective and Motivational Strategies, e.g., use of humor, personal storytelling, words of encouragement, creating a relatable persona. Reviewing and Defining Themes, the potential themes were reviewed and refined to ensure they formed a coherent pattern and accurately represented the dataset. This involved creating thematic maps and ensuring each theme was distinct and meaningful. Producing the Report, the final stage involved weaving the thematic analysis into a coherent narrative, supported by direct quotes from the transcripts and detailed descriptions of video examples, which will be presented in the Findings chapter.

e. Trustworthiness and Ethical Considerations

To ensure the trustworthiness of this qualitative study, Lincoln and Guba's (1985) criteria were adopted: Credibility, this was achieved through prolonged engagement with the data, peer debriefing with a second researcher during the initial coding phase, and methodological triangulation by analyzing multiple data aspects (verbal, visual, audio). Transferability, a thick, detailed description of the context, data source, and methodology is provided to allow readers to assess the potential transferability of findings to similar contexts. Dependability, A clear and auditable research process has been documented, allowing another researcher to follow the same procedures. Confirmability, the researcher maintained reflexivity by keeping a journal to bracket personal biases and assumptions, ensuring that the findings emerged from the data rather than prior preconceptions.

Ethically, all data used are from public domain TikTok accounts. To adhere to ethical principles of online research, no personal information beyond the public performance of the creator is used. All video content is cited for academic, non-commercial purposes under the doctrine of fair use. The identity of the creator is maintained as he is a public figure in this context, but the focus remains strictly on the analysis of his public pedagogical content.

f. Limitations of the Methodology

While rigorous, this methodology has several limitations. First, the study focuses on a single creator and a single hashtag, which limits the generalizability of the findings to other contexts or creators. Second, as a qualitative content analysis, the interpretation of teaching strategies is inherently subject to researcher subjectivity, despite efforts to ensure credibility. Third, the analysis is limited to the content itself and does not include data on viewer comprehension, learning outcomes, or creator intent, which would require complementary methods like interviews or experiments. Finally, the dynamic nature of social media means that the content analyzed represents a snapshot in time, and the strategies used may evolve after the data collection period.

3. RESULTS AND DISCUSSION

This chapter presents and interprets the findings of the qualitative content analysis conducted on 10 purposively selected videos from the #learningenglishwithmrfaisal hashtag.

The analysis aimed to systematically identify and categorize the pedagogical strategies employed by Mr. Faisal. The chapter is structured in two integrated sections: (1) a presentation of the key findings organized into thematic categories, and (2) an interpretation and discussion of these findings in relation to established language learning theories and prior research.

a. Presentation of Findings

The analysis revealed a consistent and deliberate application of pedagogical techniques tailored for the short-form, digital medium. Mr. Faisal's strategies can be organized into three overarching, interconnected themes: Direct Instructional Techniques, Multimodal Scaffolding, and Affective & Motivational Strategies.

1) Theme 1: Direct Instructional Techniques

Mr. Faisal frequently employs explicit, teacher-fronted methods to deliver clear and concise linguistic input; Choral Repetition and Drills, this was the most prevalent technique. Mr. Faisal models a word or phrase and explicitly instructs viewers to repeat it multiple times. For instance, in a video on vowel sounds, he instructs: *"Listen: /æ/ as in 'cat'. Repeat: cat... cat... one more time, cat."* Explicit Grammar/Vocabulary Explanation, despite the brief format, he provides clear, rule-based explanations. For example, he distinguishes countable/uncountable nouns by stating: *"Remember, you can say 'two apples' but you cannot say 'two rices'. For rice, we say 'some rice' or 'a bowl of rice'."* Corrective Modeling, rather than highlighting errors, he positively models the correct form. In addressing a common mistake, he says: *"We don't say 'I am interesting in football'. The correct way is 'I am interested in football'. Say it with me: 'I am interested'."*

2) Theme 2: Multimodal Scaffolding

The creator masterfully leverages TikTok's affordances to support comprehension and memory through multiple sensory channels; On-Screen Text Reinforcement, nearly every video uses dynamic text overlays to highlight target vocabulary, phrases, or grammatical structures, syncing visually with his speech. Articulation Visualization, a distinctive strategy involves extreme close-ups of his mouth to demonstrate tongue and lip placement for challenging phonemes (e.g., /θ/ vs. /s/), providing a visual guide absent in audio-only learning. Gestural and Facial Reinforcement, exaggerated gestures and expressions are used to convey meaning semantically (e.g., mimicking "cold" with a shiver) and to emphasize emotional tone or linguistic stress.

3) Theme 3: Affective & Motivational Strategies

A foundational layer of his content is the deliberate creation of a low-anxiety, supportive, and relatable learning environment; Use of Humor and Relatability, he often shares anecdotes of his own past learning mistakes, laughing at himself to normalize the error-making process and build rapport. Personalized Encouragement, he directly addresses the viewer with motivational language, using closings like *"You did great today! Keep practicing!"* to foster a personal connection. Bite-sized "Quick Win" Framing, he consistently presents lessons as achievable micro-tasks, using phrases like *"Master this one phrase in 60 seconds!"* to reduce cognitive load and build immediate learner confidence.

Table 1: Frequency and Distribution of Observed Teaching Strategies (N=10 videos)

Strategy Category	Key Techniques Observed	Prevalence (No. of Videos)	Representative Example
Direct Instruction	Choral Repetition, Explicit Explanation, Corrective Modeling	10 out of 10 (100%)	"Repeat after me: 'Vehicle'. 'Vehicle'. Good!"
Multimodal Scaffolding	On-Screen Text, Articulation Close-ups, Gestures/Facial Cues	10 out of 10 (100%)	Mouth close-up while explaining the /v/ sound; keyword "VICTORY" flashing on screen.
Affective & Motivational	Humor, Personal Encouragement, Bite-sized Framing	9 out of 10 (90%)	"I know English can be tricky, but look at you, learning here on your own time! I'm proud!"

b. Interpretation and Discussion

The findings demonstrate that Mr. Faisal's approach is not merely entertaining but a pedagogically informed adaptation to the TikTok platform, aligning with several key language learning theories.

1) Pedagogical Alignment with Established Theories

The pervasive use of choral repetition aligns with the Noticing Hypothesis (Schmidt, 1990), as it focuses the learner's attention on specific linguistic forms, a prerequisite for acquisition. His multimodal scaffolding is a direct application of Multimodal Input Theory (Jewitt, 2023). By providing concurrent verbal, textual, and visual cues, he creates redundant pathways for information processing, which enhances comprehension and retention, as supported by MALL research (Lee & Lee, 2022).

Furthermore, his affective strategies resonate with Self Determination Theory (Ryan & Deci, 2000). His relatable persona fosters relatedness, the "quick win" framing enhances perceived competence, and the format supports autonomy by allowing self-paced, on-demand learning. This combination effectively lowers the affective filter, creating conditions conducive to learning.

2) Synthesis: Addressing Accessibility and Engagement

The research question asked: *What teaching strategies does Mr. Faisal employ to make English learning accessible and engaging?* The findings provide a clear synthesis: For Accessibility, he achieves this through simplification (breaking down rules) and multimodal support (text + sound + visualization). This demystifies pronunciation and grammar, making initial learning less intimidating for beginners. For Engagement, he cultivates this through affective connection (humor, encouragement) and simulated interactivity (the "repeat after me" construct). This transforms passive scrolling into an active, participatory experience, aligning with findings on TikTok's "illusion of interactivity" (Chen, 2022).

3) Pedagogical Implications and Cautions

Mr. Faisal's methods offer a valuable model for micro-learning design, showing how pedagogical principles can be embedded in very short segments. Formal educators can adapt these strategies for warm-ups, flipped content, or supplementary materials to increase engagement. However, inherent limitations exist. The format restricts depth of explanation and eliminates personalized corrective feedback. There is a risk of oversimplification, where complex rules are reduced to catchy but potentially incomplete mnemonics. As noted by Rahayu & Fitriana (2024), the high entertainment value may also sometimes prioritize engagement over deep cognitive processing.

4. CONCLUSION

In conclusion, the analysis reveals Mr. Faisal as an intuitive informal pedagogue. His strategies form a coherent blend of behaviorist (drill), cognitivist (multimodal input), and humanistic (affective support) principles. This study empirically illustrates that effective educational TikTok content operates at the intersection of clear pedagogy, platform-specific affordances, and relational authenticity. It confirms that such platforms are significant sites for IDLE, where learning is strategically facilitated through engaging, digestible, and socially contextualized content.

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