



Understanding Followers Feedback in TikTok Videos

A Netnographic Analysis on English Learning Content

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Article submitted:

30 May 2024

Revised:

15 December 2024

Accepted:

02 March 2025

Abstract

The growth of social media advances breaking the limited access of English learning experience. One of the massive users of social media currently is the TikTok application. This study examined followers' feedback on the English learning content created by @kadang.sokinggris TikTok account. The English learning content presented by this account consists of vocabulary mastery, pronunciation, English version, and word differences. His teaching method is "scolding his followers.". This study utilized the Netnography approach to explore online behaviour and interaction in the comment box of 30 videos. The videos consist of 7 vocabulary mastery contents, 8 pronunciation contents, 7 English version contents, and 8 word differences contents. It was found that majority of the video comments were positive. The videos in vocabulary mastery content presented contextual examples to help the followers understand how to use vocabulary in a proper context. In addition, it was discovered that there are oral and written feedback and interaction between the content creator and the followers. As presented in pronunciation contents, the content creator challenged the followers to read the four words, and afterward, he corrected how to read by "scolding" his followers that what was said was wrong in pronunciation. In the comment section, many followers still get the mispronounced words. Key findings were that @kadang.sokinggris TikTok account provides English learning content with unique features, clarity of voice in delivering material, and techniques presented that are different from those of other content creators. So, it can be claimed that the Tiktok application becomes an online version of English learning media in today's digital era.

Keywords: English, Learning, Netnography, Video

Introduction

Social media applications have altered all aspects of citizens' life globally due to their convenience and popularity. As stated by [1], social media has transformed public services in many countries. The educational field has experienced benefits from instructing in a casual but effective atmosphere through social media platforms. Students can use YouTube to access subject-related information [2], as well as e Learn's Blog, Forum, or Wiki capabilities, depending on their subject requirements [3]. They may also use Facebook or other social media apps to help them learn more effectively [4]. In the context of English learning, scholars have examined the advantages of integrating social media platforms to improve students' English proficiency [5,6]. These studies have also found the potential benefits of social media in enhancing students' grammar, vocabulary, and spelling skills [7].

However, several studies claimed that not all kinds of social media have been used as instructional tools, especially in the context of English Language Learning. According to [8], despite the abundance of grammar-related content available on the platform, there has been no scholarly research

on using YouTube videos to improve students' grammar skills. Likewise, there is an evident absence of research into the effectiveness of using Facebook or WhatsApp to improve students' spelling abilities, even though these sites are compatible with the device's built-in spelling check capability [9]. In addition, the investigation on other famous social media platforms is limited. For example, a specific study on TikTok platform.

TikTok is an application based on the creativity of movements and songs in the form of short videos [10]. In 2020, TikTok is the second most downloaded app in the app world [11]. Based on the global statistics in 2024, TikTok becomes the third most used social media platform with 63.10% users. TikTok announced the LearnOnTikTok service in May 2020, offering instructional videos to help users learn during COVID-19 lockdowns [12]. The videos are created by experts, students, and other users to share their knowledge with the social network's audience. The #learnontiktok hashtag features user-created videos on a variety of themes, including chemical experiments, cuisine recipes, health suggestions, language study, and origami [11]. However, research on the use of the TikTok platform in the context of English learning remains restricted.

Based on the preliminary exploration, this study found a TikTok account namely @kadang.sokinggris, which has 465.6K followers. The contents focused on the daily use of English. Specifically, the videos presented by this account consist of vocabulary mastery, pronunciation, the English version, and word differences. @kadang.sokinggris employs a method of "scolding the followers" in order to build up interaction in the comment box. Indeed, it was found that there is an interaction in the comment box. Therefore, this study is triggered to do further investigation by proposing a research problem: 1. How is followers' feedback on English learning videos on the @kadang.sokinggris TikTok account?

Material and Methods

This study used a qualitative approach. Qualitative research is a social science approach that gathers data through oral and written words, as well as human behaviour. With qualitative research, it is expected to understand a phenomenon related to an event experienced by the subject or informant [13]. In addition, this study adopts a netnography approach, which is the application of ethnographic methods to online digital media and the growth of social media as a symptom of rapid media development. Furthermore, [14] argued that netnography research refers to the digital traces left by online media. This study employs netnography in attempt to explore online behaviour and interaction in the comment box of each videos of @kadang.sokinggris TikTok account.

The source of data in this study is documentation. The data collection technique used was observation. In order to gain the data, the researchers watched the videos of the @kadang.sokinggris TikTok account and read the comments on each video. In analyzing the data, this study has 4 stages, namely: (1) classify 7 vocabulary mastery video contents; 8 pronunciation video contents; 7 English version video contents; and 8-word differences video contents. (2) write the description of each selected video; (3) categorize negative and positive comments; and (4) draw conclusions from the analysis result.

Results and Discussions

The result of the analysis performed four contents in @kadang.sokinggris TikTok account namely; vocabulary mastery contents, pronunciation contents, English version contents, and word differences contents.

A. Vocabulary Mastery Contents

There are 7 selected videos which have the highest viewers and comments of each. However, in this section, only the highest viewers video in the playlist is presented. The video is about the use of Indonesian term “*langit-langit*” in English.



Fig. 1. Vocabulary mastery by @kadang.sokinggris

In this video, the content creator explains the repetitive word. For example:

Langit means sky, *langit-langit* means ceiling

Mata means eye, *mata-mata* means spy

The video was uploaded on November 13, 2023, received 4147 comments with 447 shares. In this video, the content creator also explained that a word “*oleh*” is similar to “by” in English. And after that, the content creator asked the followers: “how about a repetitive word *oleh-oleh*?” This question encourages the followers to give the feedback in the comment box. It is found several feedbacks, they are;

Souvenir, isn't it bro? (I).

Small gifts, right?? Please answer (E).

Souvenir/gift, isn't it (K).

Based on the data above, researchers found that most of the comments on the video were positive comments. The video presents contextual examples to improve the followers’ understandings. Also, since the materials presented are everyday words, followers are very facilitated by @kadang.sokinggris TikTok account.

B. Pronunciation Contents

There are eight selected videos which have the highest viewers and comments of each. However, in this section, only the highest viewers video in the playlist is presented. The focus of the content uploaded on May 4, 2023 is the pronunciation of hour, pour, sour, and tour.



Fig. 2. Pronunciation by @kadang.sokinggris

With 17.0M views and 32,461 comments, this video explains three words that are often mispronounced.

For example:

Hour (noun): aur

Sour (adj): saur

Pour (verb): por

Tour (noun): tor

After explaining, the content creator challenged his followers to read four words, and afterward, it was corrected by “scolding” the followers that what was said was wrong in pronunciation. It was found in the comment box that many viewers still get the mispronounced. The comments are:

Exactly what I read sour wrongly (U).

You know if I’m wrong (E)

How can the third word I said like that? (L).

I get scold when read pour (T).

Based on the data found in the comment box, all the followers notified what words they mispronounced and how they get a new knowledge. So, it can be concluded this video obviously encourages the followers to practice and pronounce several English words. In addition, by watching this video, the followers may do a self-evaluation to the mispronounced words.

C. English Version Contents

This video the most engaged in English version contents with 21.2M views, 766.1K likes, and 21.0K comments was uploaded on 21 March 2023. In this video, the content creator asks 5 random people about how to say “*Panas Dalam*” in English.

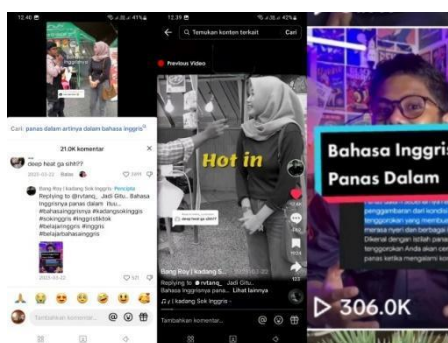


Fig. 3. English Version by @kadang.sokinggris

Based on the video, 5 interviewees were asked by using word for word technique. First, the content creator asked the meaning of “*panas*” in English. Then, everyone answered “hot”. After that, the content creator asked the English version of “*dalam*”. All the answer is “in”. When the two Indonesian words

were put together, 2 out of 3 interviewees answered “hot in”. In addition, many viewers still get the answers wrong the same as the interviewees did. For example;

Hot inside, isn't? (T).

The last answered same with me (W).

Sore throat, I dunno bro (M).

Based on the comments above, many followers are still misunderstanding towards the use of daily English. After watching the video uploaded specifically for the explanation of the English version of “Panas Dalam”, several followers said that they got a new insight that they never had in school. Several comments are:

It's new for me bro (I)

New for meee (AH)

It's easier to understand than my school” (S)

Your content from beginning so cool, I'll follow you bro (B)

Based on the data shown above, it is claimed that most of the comments on the video were positive. It shows there is an interaction between the content creator and the followers. So, the content is beneficial to the viewers. According to the data shown performed above, @kadang.sokinggris Tiktok account, which has a range of content made in the Tiktok application, can be used as an interesting English learning tool, particularly the younger generation. online English learning attracts many people, especially the younger generation. The presence of simple and useful material and learning that is not monotonous makes many young people like this application as a learning medium in this technological age. [15] also agrees in his research that the tiktok application can be utilized as an interactive learning media.

D. Word Differences Contents

In a video uploaded on April 19, 2023 with 4.1M views, 520.7K likes, and 11.8K comments, it is explained the differences of **few** and **little**. In addition, the content creator also explains the use of **few** and **little** in a sentence. For example:

Few: countable noun

Little: uncountable noun

Sentences: “I only have few friends” and “I drink a little water”



Fig. 4. Word Differences by @kadang.sokinggris

After explaining the use of **few** and **little** in detail, the content creator delivers a quiz for the followers. It is about the use of **few** and **little** in a sentence; “My friend doesn’t have ... money”. Then the comment

section was filled with answers: *Few bro (R)*, *Few (B)*. Beside answering the quiz, there are also other positive and negative comments.

1. The Positive Comments:

First time I learned English and immediately got it (S).

Knowledge bro btw thanks (R).

Make people smart" (P).

Instantly, wanna learn more English. Teach me bro wkwk (P)

I like your content bro instead of unclear scrolling. I'd better scroll your account while learning (D).

2. The Negative Comments:

What is this talk, I don't get it (V).

Rewatch 10 times doesn't work (C).

Tbh, I understood (R).

When you give an example but still thinking bro (NO).

I don't get it (SG).

Conclusion

By conducting netnography analysis on short English learning videos in @kadang.sokinggris TikTok account, it can be concluded that TikTok offers both amusing and instructional short videos developed to a global audience. This perspective allows for simple and effective sharing of knowledge. @kadang.sokinggris TikTok account provides English learning content with unique features and clarity of voice in delivering content. In addition, there is an active oral and written interaction among the followers and the content creator. So, it can be claimed that the Tiktok application becomes an online version of English learning media in today's digital era, especially for young generation.

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