

ENGAGING LEARNERS WITH EVERYDAY ENGLISH ON TIKTOK: TEACHING STRATEGIES FROM @KADANG.SOKINGGRIS

Brilliant Dian Nugraha¹, Achmad Hilal Madjdi², Fitri Budi Suryani³

English Education Study Program, Faculty of Teacher Training and Education,
Universitas Muria Kudus, Indonesia, 59352
202232013@std.umk.ac.id

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ABSTRACT

This research seeks to analyse the teaching strategies that were found in English learning contents that are published on TikTok account @kadang.sokinggris as primary source. In the second phase, 25 videos were selected using purposive sampling. The data were then analyzed through multiple viewing, descriptive note taking and thematic coding. Aims of the research were (1) to identify the types of teaching strategies used, (2) to analyse how the teaching strategies were used in the videos, and (3) to identify the distinct characteristics of the teaching strategies used. This analysis leads to identifying four main groups of strategies. Direct instruction, text on-screen, humour and repetition are shown through multimodal means which combine verbal and non-verbal elements such as gesture, gaze, intonation and text on screen (Lim, 2018). The three parts of distinct characteristics include personal humor, cultural adaptation and audience participation. This study provides a novel focus by exploring teaching strategies of an English content creator on TikTok that has received limited attention in previous research. This focus is related of short-form social media platforms have been popularly utilized for informal English learning. This research seeks to contribute to the growing learning of online language pedagogy of short form video. The research also suggests pedagogical implications for content creators and English teachers on how to design interesting social media learning materials via humor, repetition and multimodal aspects. Overall, short-form TikTok videos can be an effective medium for informal English language learning, provided that intended teaching strategies are well-designed and multimodal.

Keywords: Content Analysis; Everyday English; Multimodality; Teaching Strategies; TikTok

INTRODUCTION

Digital technology has delivered about major transformation in the world of education, especially in language learning. The changes have influenced classroom teaching practice, including how teachers develop approaches to using multimodal digital content in their everyday English instruction. One such platform is TikTok, which has become very popular, informal, and attractive as a learning tool and complement to traditional learning methods. In order for language teaching to remain effective and relevant, good teaching strategies are still very much needed. As emphasized by Pawlak, M & Kruk (2025), well-designed teaching methods, particularly in terms of creativity and flexibility, critical for efficient foreign language learning. To support this hypothesis, research by Madjdi et al. (2021) and

Madjdi & Rokhayani (2021) found that application of Lesson Study may greatly boost student involvement in English learning.

A number of recent studies suggest an increasing use of TikTok in the process of EFL instruction. As stated in research conducted by Conde-Caballero et al. (2024) TikTok has potential to be a successful English micro-learning application through short video clips. In addition, Tan et al. (2022) demonstrated that the same short video clips could also motivate and engage students in their learning. (Hu & Du, 2022) reported that many students find TikTok a good resource for accessing authentic English-language content. Additionally, Y. J. Lee (2023), explored the ways in which content creators create humorous and visually engaging learning experiences using relatable content. Also, Jantan et al. (2024) investigated innovative EFL instructional approaches on TikTok, whereas Y. J. Lee (2023) and Lemana et al. (2024) looked at the effects of social media on the formation of educators' digital personalities and on their instructional practices.

Research studies concerning multiple features of language improvement in connection with TikTok were completed by Guamán Condoy et al. (2024), Hu & Du (2022), Y. Lee & Lee (2025), López et al. (2025) on improvement of students' speaking ability through using TikTok and also through new pedagogies for teaching English. The same authors, Wang (2023), Waroh & Pusfitasari (2025), Zhen et al. (2022) described high levels of student engagement and positive results from using TikTok videos to support English learning. While Mayaputri & Wahyuningsih (2025) and Rosas et al. (2023) used the lens of user engagement and highlighted how the content created by influencers and comments from followers contribute to informal learning of languages. In addition, Garrigos-Simón et al. (2023) and Rajan & Ismail (2022) emphasized that TikTok can create environments which enhance engagement among students. while, Alshreef & Khadawardi (2023) evaluated the potential for TikTok to be used as an additional tool for collecting of vocabulary in English for Foreign Language classrooms. Finally Khlaif & Salha (2021) investigated how it suitable with microlearning, which emphasizes reliability, focus, and student centered learning activities. In spite of that, this study focuses on identifying the teaching strategies in the content analysis of multimodal features on @kadang.sokinggris TikTok videos.

Even though increasing number of researches are focusing on the use of TikTok as a tool for learning language in the classroom or the platform itself, little

has been done to understand the teaching strategies of informal English TikTok accounts. To close this gap, this study tries to investigate the teaching strategies conducted by the @kadang.sokinggris TikTok account in teaching daily conversational English. The study points to the potential of short-form social media content as a pedagogical tool outside of formal classrooms. This study has three objectives. The first is to identify the teaching strategies presented. The second is to analyse how these teaching strategies are present. The third is to identify the distinct characteristics of teaching strategies that are used. Through this research, we hope to contribute to the knowledge of teaching language outside of formal educational settings to help teachers and content creators understand how to produce effective English content on social media.

MATERIALS AND METHOD

This study uses a qualitative content analysis design, which is defined as “a research method for recognizing and describing sequences of significance (themes) within qualitative data” (Krippendorff, 2018; Schreier, 2024). The researcher uses a qualitative content analysis design because this method allows the researcher to see the teaching strategies found in audiovisual materials, both verbal and nonverbal, without intervening or changing the context. This study will then make it possible to conduct a systematic analysis and explanation of the teaching strategies applied to the TikTok videos of @kadang.sokinggris by defining the types of teaching strategies applied, analysing how the teaching strategies implemented, and defining the distinct characteristics of teaching strategies employed. Furthermore, TikTok videos include speech, text, images, and gestures as multimodal texts. So, there is a need for a systematic approach by which to interpret meaning across modes and contexts. Qualitative content analysis is a suitable research method to analyze how multimodal TikTok videos can be utilized as a teaching strategy. Discourse analysis is different from this study. This study focus relates to the identification and classification of teaching strategies in audiovisual content. Discourse analysis is about language use, social interaction, and ideological meaning. In addition, thematic analysis was not chosen because the research question is not about the participants’ experience or offering an interpretive account but to systematically analyze instructional elements in TikTok videos.

The selection of the videos was made on the chronological basis, not on a basis of thematical relevance. More specifically, the researcher downloaded the last 25 TikTok videos uploaded by @kadang.sokinggris starting from February 15th, 2025 up to October 9th, 2025. Potentially, all videos up until this date were selected and there was no exclusion criteria based on educational content. This step was necessary to capture naturally emerging content on the creator's account and reduce the existing bias on the side of the researcher, who from the outset would select the videos with the teaching nature. This provided the most time period of data collection, which eventually was thoroughly analyzed with the help of a qualitative content analysis to reveal the emerging teaching strategies. The videos were downloaded, watched several times, and encoded based on verbal and nonverbal teaching strategies. The verbal elements consisted of verbal clarifications, demonstrations, and pronunciations, whereas the nonverbal elements consisted of hand motions, expression of face, visual cues, and on screen text (Lim, 2018). These features were investigated in order to gain a greater understanding how information is produced by multimodal interaction. The coding sheet served as the key instrument for documenting each observable teaching strategy. The coding method generated a variety of analytical categories, which were finally combined and examined.

The qualitative content analysis method was used to examine the data. The findings were systematized in a category table that reflects the themes resulting from the data. The analysis followed the recommendations of Brennen (2017), who alerts the researcher to the treatment of the audiovisual material as a qualitative data, and Nowell et al. (2017), who suggest specific stages that make possible the reduction of the data, their presentation, and the production of conclusions. The employment structured matrix allows categorization of the verbal and nonverbal teaching strategies and provide detailed and structured responses to each of the research questions.

To establish the credibility data, prolonged engagement was used in the study, i.e. each video in the chosen set was re-watched several times. The video data were repeatedly reviewed with the researcher to assure the verbal and nonverbal elements were taken into account. Member verification was achieved through discussion with a peer, who was a language education researcher. The peer's comments and double-checking of the recorded teaching strategies are ways in which the

trustworthiness of this research has been addressed. These techniques followed the criteria for credibility in qualitative research that were provided by (Creswell & Cheryl N. Poth, 2018).

One difficulty in collecting and analyzing data is that the videos vary in length and density of information. Some videos only show brief expressions without detailed explanations, some feature lengthy explanations or hilarious stuff. To overcome that problem, researchers focused on the pedagogical objectives and teaching strategies of all videos, regardless their length or style of the content.

FINDINGS

Overviewed of Data

This research presents a qualitative analysis of 25 TikTok videos from @kadang.sokinggris. This analyses how teaching strategies are applied in these videos.

Table 1. Summary of Teaching Strategies Applied in 25 Videos

Teaching Strategy	Number of Videos	Example Videos
Direct Instruction	20	2,3,4,5,6,9,12,13,14,15,16,17,18,19,20,21,22,23,24,25
Text On-Screen	19	2,3,4,5,6,9,12,13,14,15,16,18,19,20,21,22,23,24,25
Humor	17	2,3,4,5,6,9,13,15,17,18,19,20,21,22,23,24,25
Repetition	8	2,5,13,15,18,20,21,22

There are 4 primary teaching strategies: direct teaching, text on-screen, humor, and repetition. These four strategies were obtained across systematic coding and grouping. 20 videos featured direct teaching, 17 videos featured humor, 19 videos featured on-screen text, and 8 videos featured repetition. every strategy is clarified and elaborated upon to understand how it provides to informal English language knowledge and learning on digital media. For clarity, detailed explanations are provided for every strategy, complemented with samples drawn using the examined videos and related references.

Teaching Strategies Identified

Direct Instruction was the extremely popular strategy utilized in all videos. Typically the creator provided clear clarifications of English terms in Indonesian,

accompanied by samples that fit the context. For the example (Video 13), content creator introduced expression “mind your own business”, described the sense, and provided sensible sample.

Text on screen is very important for a visual help and appears on 19 videos. meaningful sentences, example sentences, and translations are displayed regularly along with verbal explanations. We are going to at Video 12, where important terms linked to Eid al-Adha are included on translation text along with verbal explanations.

Humour is a popular strategy, as seen by 17 videos. Content creator continues to include jokes, amusing comments, and sarcastic to keep the studying process interesting. This strategy is seen (Video 20), when humorous statement ‘I swear to God, I saw him eating a cat’ is employed to illustrate abbreviation ‘ISTG’.

Repetition were applied by 8 videos mainly for conversion sentences or frequently used expressions. The example is seen in video 13 ‘make your own business’ is the phrase used. This sentence is also frequently used after being clarified.

An audiovisual illustration is provided via a video (Video 9) in which the influence of effect on sound and few visual snippets for disambiguating sense are demonstrated by the author. While only used once, this mindfulness of combining audio and video inputs for increased comprehension is well executed.

Verbal and Nonverbal Uses

25 audio-visual materials content was analyzed, and 5 common verbal and nonverbal uses employed by @kadang.sokinggris. The verbal uses included clear pronunciation, situational explanation, humour, rhetorical questions and sample sentences. Nonverbal uses, meanwhile involved intonational variation, gesture, facial expression, text on screen and contextual presentation.

Clear pronunciation was found in all videos for verbal word application. The designer provided a clear visual representation of each expression and demonstrated proper pronunciation and intonation for viewers. Each phrase was explained in context, included an equivalent meaning in Bahasa Indonesia and provided usage examples. English proverb (Video 13) “mind your own business” was completely translated and informed in Indonesian for local students to comprehend.

humor, sarcasm and rhetorical questions were also used during the verbal presentation. Popular humor occurred in the videos, including Video 25, when the designer used a rhetorical question to cast doubt over the grammatical rules and relax the lesson: "*kalau cuma dia yang mau dingertiin*".

Sample sentence from 19 videos were presented to show phrases in context. In other videos, interactive language was used and viewers were prompted to give their own sentences as examples. For example (Video 24), the creator asked audiences to make up sentences using "killing time before maghrib" to improve interaction.

In the nonverbal application, tone was applied sparingly to cue the listener as to what portions of the present formal lesson should be compared to a comic aside, for greater engagement and cohesion of text; gestures were also used as aids to the verbal presentation. Hand gestures were used to highlight key points and transitions, and facial expressions were used. Such as laughter and exaggeratedly angry looks at jokes and rhetorical questions to create a greater emotional connection.

Text on screen were used for nonverbal word application. Nineteen videos included captions using English sentences/abbreviations and examples. this visual aid enhances the language explanation process for students that learn through visual aids.

Situational performance was one of the most creative methods used in video development and was rarely mentioned in other videos. An example of this would be in Video 24, in which the speaker, utilized an accent from Arabic culture and wore clothing associated with the culture of Ramadan, to illustrate the word "*ngabuburit*".

Distinct Characteristics

Three distinct characteristics were found in 25 studies of audio-visual material by @kadang.sokinggris: personal humor, cultural adaptation, and engagement through visuals. These characteristics can help create an informal educational content that is interesting and relevant to its audience.

The first characteristic which appears to be most prevalent is employing of individual humour. It's present in most videos with the "Here" a scene that started on it's own, he will just spout off quick lines like caustic remarks and hyperbole responses. Creators have a tendency to make joke comments during explanations,

i.e. *'kalau cuma dia yang mau dingertiin'* on Video 25 or funny things like 'I swear to God, I saw him eat a cat' on Video 20.

The second characteristic was the patterned use of cultural accommodation for English content that did not have a one-to-one equal in Indonesian culture. For instance, in Video 24, *"ngabuburit"* was defined in English via "killing time before maghrib" and "taking a walk before iftar."

The third noticeable characteristic is how content creator focus on the participants interaction. few videos even finish by providing a spoken direct address to the viewers to submit comments and reply non-formal related to language questions, or create original example phrases. On Video 24, the audiences are asked to form a statement with the words "kill time before Maghrib", while on Video 22, they're asked to supply different phrases for "I am tired".

In addition, even though not a main focus on this study, several contents included marketing materials for example, an English vocabulary e-book. The marketing material was typically placed at the conclusion of the educational content.

DISCUSSION

Discussion of Teaching Strategies

Direct instruction is likely the most commonly used teaching strategy, where the creator focuses on explaining things directly to the audience in detail. This simple method allowed viewers to rapidly understand the planned meaning. This study supports Y. J. Lee (2023) idea that clear, adaptive teaching is essential in EFL teaching. furthermore, Conde-Caballero et al. (2024) said that direct explanations are extremely applied and effective on the context of informal digital education.

Text on-screen is also commonly used to supplement spoken language with visual explanations. This is very useful for learners who have structured potential signals, since it facilitates the learning process. This strategy supports Mayer (2024), who emphasize relevance of collaboration among text and language to improve knowledge on online learning.

Humor in the videos studied is predominantly used to make videos seem like a fun and relaxed way of learning, as a way of downplaying nervousness and distraction in informal English learning. As Conde-Caballero et al. (2024) & Tan et

al. (2022) insinuate, humor can reduce the sense of dread of a digital language learning experience and improve engagement.

Repetition is the creator's pronunciation style, found in multiple videos analyzed here. It is one of the many strategies to enhance language retention and speaking skills. Kang (2016), support that repetition is one of the good reinforcement strategies for verbal teaching as it promotes development of languages and memory retention. Moreover, learners who encounter repeated pronunciation make progress in fluency in non-formal conversation circumstances (Ghasemi & Mozaheb, 2020).

In an audiovisual illustration, the meaning is conveyed through the combination of different audiovisual signs contained in one of the videos. This finding is consistent with (Mayer, 2024) perspective which understanding information across several mediums improves multimodal learning.

Discussion of Multimodal Verbal & Nonverbal

Clear pronunciation is continuously shown in the analysed videos, proving that creator put effort to be comprehensible for viewers. This approach supports Conde-Caballero et al. (2024), who reported that context-relevant prompts enhanced understanding and the confidence of students in informal learning.

Humor, sarcasm, or rhetorical questions have also added to this format, showing the creator's attempts to engage viewers with attractive but easily understood and relatable contents. According to Tan et al. (2022) Humor increases emotional engagement in digital learning contexts, lowering learner anxiety and increasing knowledge retention.

The sample sentences and the interactive prompts suggest the creator's push to involve the user, which also helped learners to know how the phrases functioned on real-world language situations and better understand the meaning. Rajan & Ismail (2022) found that student participation leads to better results for digitally language teaching by boosting responsibility and interaction.

In the nonverbal application, tone, gesture and facial expressions in multimodal communicative contexts has been shown to assist understanding and memory, and appear to complement verbal descriptions in digital language learning by holding learner's attention during language instruction. This finding is consistent with studies Rzyayeva (2025), Yeu-Ting Liu (2024), Yue et al. (2025) indicating the facilitative role of gestures and facial expressions in L2 processing, comprehension,

and affect in multimodal contexts. Thus, both verbal and nonverbal input are important in maximizing EFL instruction in informal learning settings.

Text on screen was the high frequency supported visually, particularly for the viewer's expressions they were unfamiliar with. This implies that visual reinforcement fosters understanding through cooperation learners into forging relationships between written forms and oral explanations. The study supports Mayer (2024), showing that combining text and audio elements within digital materials improves clarity and student attention.

Situational performance is formulated in the analysed videos to deliver expressions within situatable backdrop. This reveals that the contextualised enactment contributes to viewers' comprehension of how language is employed in actual situations. Cultural adaptation, as described in the research by Conde-Caballero et al. (2024), indicates how language instruction has been proven to increase multicultural proficiency when engaging in non-formal education.

Discussion of Distinct Characteristics

The first characteristic, the use of individual humour are not just entertaining but they create instructional content more applicable and engaging. Conde-Caballero et al. (2024) and Tan et al. (2022) discovered that the use of humor may enhance attention and lower stress in digital educational settings, resulting in an improved setting for language development. By adapting comedy to local culture and common words, content creator create a one-of-a-kind and quickly remembered educational strategy.

This second characteristic can perhaps be understood as a cultural adaptation of language learning in the digital era. This definition accommodates to Indonesian culture since “*maghrib*” and “*iftar*” are concepts already familiar to the target students and building meaning based on known cultural knowledge is key to proper understanding. Conde-Caballero et al. (2024) claim, “instruction of language in all its varieties and functions in contextually and culturally appropriate ways is a requirement to bridge the cultural gap and to foster intercultural competence in informal digital learning environments.” So, by inserting cross-cultural reference and local humour, made the learning process of their target students relevant.

The third characteristic which focuses on participants interaction could be understood as an attempt to advance learner involvement. Such interactivity not only boosts viewer activity, however it also prompts the engaged application from

words apart from the video content. Alshreef & Khadawardi (2023), Garrigos-Simón et al. (2023), and Rajan & Ismail (2022) discuss about role of viewer engagement on promoting learner independence and knowledge memory on educational media, which is evidently featured in this audiovisual content.

Less notably, they also feature marketing content. While this does not fall under the scope of the primary analysis of this study, the author has utilized a similar model to that of Hu & Du (2022) which demonstrated that educational influencers have found a way to merge both educational and marketing material to keep their audiences interested and generate revenue from their respective social media.

Limitations

The study has some limitations since the data consisted of 25 TikTok videos made by a single content creator over a short period of time, and therefore the findings may not be representative of English teaching practices on TikTok more broadly. Furthermore, the analysis of the audiovisual material was limited to qualitative content analysis, while learners' understanding, engagement, and perceived learning outcomes were not investigated. As a result, this study describes and analyzes the strategies that they use, rather than test strategies' effectiveness in improving students' language skills. Our interpretation of multimodal data (gesture, images, humor, and onscreen text) is subjective; other researchers examining the same data might have a different analysis of the same data.

Suggestion for Future Research

Future research should increase the scope of the research by exploring a number of TikTok accounts and styles of teaching and learner profile characteristics for a more in-depth view of teaching language digitally. Subsequent studies can include the apparent data with empiric data through questionnaires, interviews, experimentation to study how the viewer actually interprets the teaching method of learning English on TikTok. In addition, different short-video platforms like Instagram Reels, YouTube Shorts can be compared to show the best support to language acquisition. Longitudinal study on the development of different teaching strategies over time would also be important to study the informal learning of basic knowledge.

CONCLUSION

The present study examined 25 video/audio content from TikTok account @kadang.sokinggris. This study was conducted with the purpose of determining the instructional methodology employed by the content creator, analyzing the use of both verbal and non-verbal communication techniques and identifying innovations related to the content of the tools. The findings indicate that the content creator consistently employ four teaching strategies (Direct Instruction, Text On-Screen, Humour, and Repetition) in their educating practices to deliver English lessons in a way which will be of interest and comprehensible to students. These strategies are evidenced through examples of verbal instruction such as using correct pronunciation, providing contextualized explanation, using humour and encouraging student participation. The non-verbal teaching strategies employed by the content creator include tone modifications, facial expressions, the visual elements of the video segments and the delivery of the lesson based upon situational requirements.

The combination of personal humor, cultural adaptability, and interactive aspects distinguishes these videos from typical language learning methods. These findings confirm prior studies that value of non-formal, multiple modes, and culture appropriate digitally languages learning. additionally, this study underlines TikTok's promise is fantastic instrument for non-formal language education, suggesting how innovative media approaches mixed with comedy and context of culture could dramatically enhance student involvement and comprehension.

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