



## THE ROLE OF LANGUAGE IN SHAPING TEACHERS' IDENTITY ON TIKTOK

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### ABSTRACT

TikTok application is one of the most used applications recently. From 14 years old until 30 years old people spend more than 30 minutes a day opening this application. Enormous, interesting videos with varied topics make many people like TikTok. Besides that, they can create their video easily with the features which are already provided. This phenomenon affects education as well. Teachers try to utilize this application as their learning media. Not only that, but teachers also create their accounts and upload videos that are related to the learning process or education. Therefore, the researcher is interested to know how the language used by teachers in TikTok shapes their identity. The researcher analyzed two subjects, two of them teachers in different countries. This research used a qualitative method that describes the language used in three videos in teachers' TikTok accounts and analyses it. The findings revealed that both teachers wanted to be seen as capable and friendly teachers because they know how to build an interesting learning process and build good relationships with their students.

***Keywords: Tiktok, Language, Identity.***

### 1. INTRODUCTION

People's identities are reflections of who they are as individuals and sometimes of their culture (Hammad, 2018). Language usage reveals people's identities and civilizations. When a speaker is speaking, their sounds, words, and gestures are all part of their language. And an individual's identity can be moulded by these elements. One illustration

that comes to mind is that of football fans. As a show of support for their football team, they yell out specific phrases. Their statements are consistent with who they are as fans of a particular team. The catchphrase yelled by fans of each team varies (Hammad, 2018). The fact that the same speech can elicit various responses illustrates another relationship between language and identity (Siong, 2004). For example, during a meeting in a company, a

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junior employee has a great proposal. Given that she is new to the organisation and has less expertise, some of the other staff members in the discussion may not be quite convinced about the concept. Nonetheless, the rest of the team is likely to appreciate a senior employee or someone in a prominent position within the organisation if they share the same amazing concept (Siong, 2004).

However, language also indicates a person's social group membership, not their identity (Dastgoshadeh & Jalilzadeh, 2011). As we can see, the Apartheid government in South Africa used specific terminology to set itself apart from the Black population. We can infer someone's age, occupation, and place of origin just by listening to them talk. The way speakers pronounce their words allows us to know this. Even though the words are the same, people's delivery styles can vary, which allows us to infer personal information about them, similar to what was previously mentioned. People would be actively embracing their identity if they wanted to be acknowledged as members of a certain community. Furthermore, they would exhibit negative identification practices if they weren't accepted as members of the community (Dastgoshadeh & Jalilzadeh, 2011).

The current tendency is for users to spend their time on the TikTok app, both viewing and uploading videos. TikTok is used by about 800 million users, who log on for approximately 41 minutes every day (Rahmawati & Anwar, 2022). According to this study, the age range of TikTok users is 14 to 30 years old. TikTok

is the most popular site, and it helps college students acquire communicative English because that's who uses it most. Give them some instructive films to watch, ranging from one to three minutes in length, to help them get better at English. Teachers in primary and higher school use TikTok to teach and communicate a wider range of topics, in addition to the benefits this software offers students. Depending on how users use the TikTok app, foreign learners can experience various benefits (Afidah et al., 2021). A learning-oriented video needs to be clear, succinct, and engaging. According to Afidah et al. (2021) half of the students in this survey stated that they watch TikTok videos with the intention of improving their speaking abilities. Teachers and students are not used to this style of instruction. Students can learn from several platforms with captivating images thanks to it. Instructors view this occurrence as a platform that could be useful both now and in the future. Instructors begin to consider how to include TikTok into their lesson plans (Rahmawati & Anwar, 2022). By examining this phenomena, the researcher aimed to determine the language used by the educators who are active on TikTok and to examine the ways in which these educators wished to be perceived and identified by their language use.

**2. METHODS AND PROCEDURES****Research Design**

This study's objectives can be satisfied by providing a description of the study's subject

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because it was carried out utilising a qualitative methodology (Afidah et al., 2021). Furthermore, cases, phenomena, or experiences can be described, interpreted, and explained using the qualitative method. To be more precise, a case study methodology was employed since the researcher is interested in learning in-depth details about the ongoing case. Furthermore, a case study can be used to examine and characterise an individual or individuals' actions, circumstances, and past (Rebolj & Possibilities, 2017). The purpose of this study is to learn more about the language teachers use on TikTok and how that language influences their identity.

**Subject of the Research**

This study focused on two teachers: one from Malaysia and the other from an Indonesian kindergarten. The selection of these topics stems from the fact that both educators are prolific TikTok video creators, with the majority of their work centred around education and the process of learning. Aside from that, both teachers have a large following. The teacher from Malaysia has 1.5 billion followers, whereas the teacher from Indonesia has 86.9 thousand. Those followers have access to what they have uploaded, and it might influence them. As a result, the researcher considers this while selecting them to be study subjects.

**Research Procedure**

The theory, instances, and recent events were initially examined in this study. Knowing this allowed the researcher to create an issue

and identify a gap. The researcher created the research methodology that led to the way this study was carried out after identifying the issue. These actions were taken by this study. The next step was to collect the data, which was subsequently analysed. The researcher delivered the findings and conclusion of this investigation at the finish of the process.

**Data Collection Technique**

The data was collected by observing the videos of the subjects and its content. The procedures of collecting the data were:

1. Content identification which means that the researcher chose videos that are related to education or the learning process.
2. Language identification. In this step, the researcher typed all of the utterances that have been said by the subject.

**Research Instrument**

The instrument that will be utilised is the observation guide because this study observed the content that the subjects uploaded. The selection of the observation guide instrument was based on its ability to offer authentic circumstances, facilitate direct data assessment by the researcher, and enable observations to mirror societal perspectives (Setiawan et al., 2020).

**Data Analysis Technique**

Following data collection, the researcher examined the information from the account's broad summary before focusing more intently on analyzing the language in each video. It

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applied a method called content analysis. This method was selected because it can examine the meaning of specific terms and topics in audio, video, or text format. Given that the language used in the individuals' video will be examined, it is appropriate for this study. Furthermore, we can avoid direct connection with the patient by using this strategy (Luqman, 2019).

**3. FINDINGS AND DISCUSSIONS****Results****General Overview of the Teachers Tiktok Account**

An English teacher at an Indonesian kindergarten is the first subject. She also instructs adults and younger students in private English classes. She posted her first TikTok video in 2021, and as of right now, she has over 234 videos with 2.5 million likes, 82.6K followers, and more. She separated the posts on her TikTok account into two categories: one for kids and one for adults in English. The majority of her work consists of recordings of her instructing adult and young learners in English online. She recently posted some offline instruction in 2022. When she teaches English, she is usually enthusiastic. She also shows the alphabet, numerals, and other subjects via printed materials or qualities. In addition, she posted three films in 2021 that demonstrated how she created unique teaching tools for numbers utilizing a sensory tray and cardboard. She uploaded a video in 2022 discussing the prerequisites she had to offer online classes. She uploads English resources

and advice on a regular basis, including past tense verbs and pronunciation guides. She also shared videos about her life, such as "A day in my life" and "Get ready with me," in addition to English-related ones. These videos also included information about her family and career path.

A Malaysian high school teacher is the second subject. On TikTok, she has 384.0K followers and over 182 videos uploaded, with 10.7 million likes. On May 12, 2021, she posted her debut video. There was no connection between language acquisition and her first 22 videos. She discussed her attitude to kids who turn in their assignments on time in her 23rd video. She posted more informal videos on her account, more about her interactions with her kids in the classroom than educational content. She even posts videos of herself having fun and playing games with her pupils outside of the classroom, recording her students' responses in the process. In addition to educational content, she posted videos of herself visiting a café, promoting a company, and discussing her personal life.

**Identification of Language used**

The researcher observed three kinds of different videos from the first subject and the second subject TikTok account. The researcher observed these videos in consideration of their videos related to the learning process.

<b>The First Subject</b>	
<b>Type of Video</b>	<b>Language Used</b>
First video is when	"What are you gonna

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<p>she was teaching young learners in online class. It was uploaded on 25<sup>th</sup> of April 2022. The conversation was between Miss Casey and her student, Casey. In the video, she mostly asks something to the students</p>	<p>do after this Casey?"</p> <p>"Apa sus?" this part she uses Indonesian Language to ask it to her student' nanny because she can't hear her student clearly</p> <p>"You wanna go to the zoo?" with an excited expression.</p> <p>"so much fun. what animal are you gonna see? are you gonna see an elephant?"</p> <p>"So you're gonna go to the zoo and tell your friends what you saw in the zoo tomorrow, okay?"</p>		<p>you today, so it is always happy class."</p> <p>"Are you happy?"</p> <p>"that's great, awesome."</p> <p>"Thank you so much for today, I'll so you on Friday."</p> <p>"Bye, Riri see you."</p>
<p>Second video is when she was teaching adult learners for private course in online class. It was uploaded on 3<sup>rd</sup> of March 2022</p>	<p>"Hi, Ririn how are you today?"</p> <p>"Why? what happened today?"</p> <p>"Foreign, asing."</p> <p>"Examine, tekannya di a"</p> <p>"Never say do happy, no, are you happy?"</p> <p>"Of course, I am happy. I am teaching</p>	<p>Third video is when she was giving tips of how to pronounce English words. It was uploaded on 5<sup>th</sup> of December 2022. In this video she uses more Indonesian language rather than other videos when she teaches her students.</p>	<p>"Hi, friends Kembali lagi sama aku. Hari ini kita akan belajar bareng-bareng gimana car akita menyebut beberapa kata dalam Bahasa inggris yang sering sekali salah disebut."</p> <p>"Kata pertama adalah ini. How you pronounce this word is "suit" artinya setelan atau baju."</p> <p>"Kata kedua adalah ini "suite". How you pronounce this is "suite" artinya kamar."</p> <p>Kata ketiga dalah this "hidden". Banyak yang sering bilang haiden,</p>

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	<p>tapihow you say it is hidden. hidden gem.</p> <p>“So, I don’t want any of my followers mispronounce this</p>
<b>The Second Subject</b>	
<b>Type of Video</b>	<b>Language Used</b>
<p>First, is a video was uploaded on 25<sup>th</sup> of April 2022. This video was taken because she said in her caption that her students were staring at her, so she said “hi”. Her students know her from TikTok application, and they said they watch all of her TikTok videos.</p>	<p>“Really?” she said with an excitement.</p> <p>“You did not stalk me?”</p> <p>“How did you recognize me?”</p> <p>“ I see, well nice to meet you”</p> <p>“You have class right now?”</p> <p>“Okay, I’ll see you guys, bye bye”</p>
<p>The second video was uploaded on 13<sup>th</sup> of July 2022. This video showed her interaction with her students in the classroom.</p>	<p>“I want to quit my job and I don’t wanna be a teacher anymore.”</p> <p>“I wanna be a pirate.”</p> <p>“Why do I wanna be a pirate? Well because I want to</p>

	<p>wear an eye patch and I want to carry a sword.”</p> <p>“I don’t wanna cut my eye, I juts want to wear an eye patch.”</p> <p>“So, do you think I should be a pirate?”</p> <p>“Why not?”</p> <p>“Since you guys think I shouldn’t be a pirate can I be a princess?”</p> <p>“I don’t wanna kiss a frog.”</p> <p>“So should I become a princess then?”</p>
<p>The third video was uploaded on 28<sup>th</sup> of September 2022. This video was about how she gets her students attention back by doing fun callbacks.</p>	<p>“Waterfall shhhhh you gonna make me lose my mind, up in here up in here. Smooth like butter” and her students replied to the next lyrics. “Good job, yeee”</p>

**Discussion**

Based on the aforementioned data, it is evident that the first topic consistently demonstrates excitement during class, which may have an impact on the actual learning

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process. A teacher's role in the learning process is to impart knowledge and help pupils comprehend a particular subject (Hooda, 2017). In addition to imparting knowledge, educators have a duty to foster students' cognitive, psychomotor, and affective skills. Teachers must be able to increase students' motivation and involvement in the classroom in order to meet this goal. Developing into a passionate educator may be one of the answers. We need to focus more on maintaining eye contact if we want to be passionate educators. Through their eyes, students can see the interest of professors. It is therefore preferable to make eye contact with the students rather than glancing away. Facial expressions and body language are other factors to consider. These are two examples of nonverbal cues that teachers can use to convey their excitement. Body language includes gestures with the hands, like a thumbs up or a high five. Teachers may stand at a different location in the classroom, if that is feasible. The easiest method to tell whether a teacher is excited to teach or not is to look at their facial expressions. Never fail to smile and convey our emotions in a pleasant way. Students might emulate teachers who exhibit enthusiasm by modeling similar conduct. Positivity among educators and learners influences the learning process to become more enjoyable and upbeat (Hooda, 2017).

Aside from that, she asked her students a lot of questions while she was lecturing, particularly in the first video. Students' participation in the classroom significantly improves when they are given questions to

answer (Musingafi & Muranda, 2014). One of the many goals of questioning is to get students to think critically, recollect prior knowledge, provide information about their current skill level, and be actively involved in the learning process. Teachers can use the information they receive from students' responses to assess their teaching strategies, provide students with feedback, and examine the issues they are facing (Musingafi & Muranda, 2014).

She then changed the language from English to Indonesian in the third video. It is inevitable that code-switching will arise when learning English, particularly if it is being acquired as a second language (Blomquist, 2009). Both educators and students can employ code mixing. It appears that code-switching has a purpose in the acquisition of foreign languages in addition to being a phenomenon in language. Giving pupils clarity is the primary purpose. Explaining in English could, for whatever reason, be confusing and lead to misunderstandings. Teachers explain things in the first language in order to prevent that. Verifying the comprehension of the students is the second role. Following explanation, students are free to express in their native tongue how they comprehend the subject. Vocabulary enrichment is the third role. It's likely impossible to understand some English words for what they mean. Therefore, Teaching in the students' mother tongue helps improve their comprehension of the terms. Jaya, et.al., (2019).

She shared more films about fostering relationships with her pupils both inside and

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outside of the classroom from the second subject's account. Two videos were shot: one outside the classroom and the other inside. In order for learning to take place, teachers and students must bond (Albakri & Education, 2020). A positive bond and relationship with pupils has an impact on their academic performance. It may occur as a result of pupils becoming more receptive to their teachers' critiques and recommendations. In addition, it raises the motivation of the kids. As seen by the work that the students collected from the teachers, the cumulative effect of these positive effects leads to improved classroom achievement (Albakri & Education, 2020).

When she interacted with her kids in the classroom in her third video, she provided them encouragement. In order to reinforce desired conduct in pupils, it is a good idea to provide them with positive reinforcement (Sari & Indianti, 2019). Students' motivation to repeat the same action that has been encouraged may rise when reinforcement is provided. Positive reinforcement needs to be applied as soon as the desired behavior manifests in order to be effective. There are many other ways to provide reinforcement for the kids, including by offering them something enjoyable, worthwhile, or desirable. According to the study's findings, providing pupils with positive reinforcement improves their discipline (Sari & Indianti, 2019).

It is evident from the foregoing study that each account aspires to be viewed as a competent teacher with a unique style. She demonstrates how to foster a happy learning

environment in the first account by grinning and demonstrating excitement. It is crucial to the learning process, particularly for younger students. She also employed inquiry techniques to learn more about her students. It indicates that she wished to get to know her students better and to provide them with further speaking and opportunity to demonstrate their abilities. She demonstrates her identify as an Indonesian in the third video when she changes the language to Indonesian. In addition, she employed code-switching with the goal of ensuring that everyone watching the video understood the information she presented. Since she posted numerous videos of her interactions with her kids on her second account, she wanted to be known as a kind instructor. Additionally, by engaging in this conversation, she can develop close bonds and positive relationships with her students. She was not only a kind instructor, but she also demonstrated her abilities to manage the class. She demonstrated her ability to manage a rowdy class in the third video.

**4. CONCLUSION**

It may be inferred from the results and debate that instructors' identities on TikTok are greatly influenced by the language they use. Based on our analysis of the six movies, we can conclude that both teachers understand the fundamentals of teaching because they employed strategies such as reinforcement, questioning, enthusiasm, and fostering relationships both within and outside of the classroom. Everything they did demonstrated

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their ability as educators, particularly when it comes to fostering a positive learning environment in the classroom. Every teacher, however, uses a somewhat different kind of film, which influences the distinct identities they hope to develop. The initial instructor conversed with her younger students up until the adult learners by uploading additional teaching and learning materials to the virtual classroom. She demonstrated her ability by sharing her understanding of proper English word pronunciation. However, the second teacher posted a ton of enjoyable things that she did with her students outside of the classroom that have nothing to do with the course topic. Additionally, she posted some advice on how to deal with rowdy classrooms, one of which is seen in the third video. The only thing this study identifies is how language shapes instructors' identities on TikTok. It may be worthwhile to conduct additional research to determine how teachers' identities impact student learning in the classroom.

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