USERS' ENGAGEMENT AND KNOWLEDGE CONSTRUCTION PROCESS IN TIKTOK ENGLISH EDUCATIONAL CONTENTS

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Abstract: TikTok has become one of the most widely used platforms for accessing short and engaging educational content, including English learning materials. This study examines how TikTok users and content creator interact in the comment sections of English learning videos on the platform, focusing on the types of engagement demonstrated and the knowledge construction process reflected in their responses. Using a qualitative approach with content analysis, this research analyzed five videos from each of five different English-learning accounts; @dewirusmiati889, @nofreeadi10, @brozalll, @dianaerlin_, and @belajarbahasainggris4—for a total of 25 videos. The comments were categorized using two analytical frameworks: the typology of engagement consisting of four engagement types, and the knowledge construction process consisting of five knowledge categories. The findings show that Cheer emerged as the most dominant type of engagement, accounting for approximately 65% of the total comments, while Conversation occurred least frequently at around 9%. In terms of knowledge construction process, Knowledge–Factual was the most common category, appearing in about 51% of the coded data, while Knowledge–Procedural did not appear at all. The results demonstrate that TikTok functions as a collaborative and informal learning environment where knowledge is primarily built and reinforced at the factual and conceptual levels rather than through deeper knowledge discussion.

Keywords: TikTok, user engagement, knowledge construction, English learning, social media

Siva Ainun Badri'ah, 2025. Users' Engagement and Knowledge Construction Process in TikTok English Educational Contents. *A Skripsi*. The English Language Education Study Program is part of the Faculty of Language and Arts at Universitas Negeri Jakarta.

Abstrak: *TikTok telah menjadi salah satu platform yang paling banyak digunakan untuk mengakses konten edukatif berbentuk video pendek yang menarik, termasuk materi pembelajaran bahasa Inggris. Penelitian ini mengkaji bagaimana pengguna TikTok dan pembuat konten berinteraksi di kolom komentar video pembelajaran bahasa Inggris, dengan fokus pada jenis-jenis keterlibatan (engagement) yang ditunjukkan serta proses konstruksi pengetahuan yang tercermin dalam respons mereka. Penelitian ini menggunakan pendekatan kualitatif dengan analisis konten dan menganalisis lima video dari masing-masing lima akun pembelajaran bahasa Inggris, yaitu @dewirusmiati889, @nofreeadi10, @brozalll, @dianaerlin_, dan @belajarbahasainggris4, sehingga total data yang dianalisis berjumlah 25 video. Komentar dianalisis menggunakan dua kerangka analisis, yaitu tipologi engagement yang terdiri atas empat jenis keterlibatan dan proses konstruksi pengetahuan yang mencakup lima kategori pengetahuan. Hasil penelitian menunjukkan bahwa Cheer merupakan jenis engagement yang paling dominan dengan persentase sekitar 65% dari total komentar, sedangkan Conversation merupakan jenis yang paling jarang muncul dengan persentase sekitar 9%. Dari sisi proses konstruksi pengetahuan, Knowledge–Factual menjadi kategori yang paling sering ditemukan dengan persentase sekitar 51%, sementara Knowledge–Procedural tidak ditemukan sama sekali. Temuan ini menunjukkan bahwa TikTok berfungsi sebagai lingkungan belajar kolaboratif dan informal, di mana pengetahuan terutama dibangun dan diperkuat pada tingkat faktual dan konseptual, bukan melalui diskusi pengetahuan yang mendalam.*

Kata kunci: *TikTok, keterlibatan pengguna, konstruksi pengetahuan, pembelajaran bahasa Inggris, media sosial*

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