



ANALYSIS OF COMMENTS ON EDUCATIONAL CONTENT IN ENGLISH VOCABULARY LEARNING ON TIKTOK @ZULFAZIDA ACCOUNT

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ABSTRAK

TikTok semakin banyak dimanfaatkan sebagai media pembelajaran bahasa Inggris, tetapi penelitian sebelumnya lebih banyak menyoroti persepsi pembelajar, efektivitas pembelajaran, dan karakteristik konten video, sedangkan interaksi pada kolom komentar masih jarang dikaji. Padahal, komentar audiens berpotensi merepresentasikan proses komunikasi dan konstruksi pengetahuan dalam pembelajaran kosakata secara informal. Penelitian ini menawarkan kebaruan dengan menganalisis jenis komentar beserta tujuan komunikatifnya melalui integrasi *Qualitative Content Analysis*, kategorisasi jenis komentar, dan teori tindak tutur. Penelitian menggunakan pendekatan deskriptif kualitatif dengan *Qualitative Content Analysis*. Data berupa 94 komentar yang dikumpulkan dari 11 video pembelajaran kosakata bahasa Inggris pada akun TikTok @Zulfazida, kemudian dianalisis berdasarkan kategori jenis komentar dan tujuan komunikatif. Hasil penelitian menunjukkan bahwa komentar audiens didominasi oleh bentuk apresiasi, diikuti oleh opini, jawaban, pertanyaan, dan koreksi. Setiap jenis komentar juga menunjukkan keterkaitan yang konsisten dengan tujuan komunikatif tertentu, sehingga mencerminkan beragam fungsi interaksi dalam pembelajaran. Temuan ini menunjukkan bahwa kolom komentar TikTok tidak hanya menjadi ruang interaksi sosial, tetapi juga mendukung pembelajaran kosakata melalui pertukaran pengetahuan, klarifikasi, dan kolaborasi antar pengguna dalam lingkungan belajar digital informal.

Kata Kunci: *Jenis Komentar; Tujuan Komunikatif; Kosakata Bahasa Inggris; Analisis Konten Kualitatif; Tiktok*

ABSTRACT

TikTok has increasingly been utilized as a platform for English language learning; however, previous studies have primarily focused on learners' perceptions, instructional effectiveness, and the characteristics of educational video content, while interactions within comment sections have received relatively limited scholarly attention. Audience comments have the potential to represent authentic communicative processes and collaborative knowledge construction in informal vocabulary learning. This study offers a novel contribution by analyzing comment types and their communicative purposes through the integration of Qualitative Content Analysis, comment-type categorization, and Speech Act Theory. Employing a qualitative descriptive approach with Qualitative Content Analysis, the study analyzed 94 comments collected from 11 English vocabulary learning videos uploaded to the TikTok account @Zulfazida. The data were examined based on categories of comment types and communicative purposes. The findings indicate that audience comments were predominantly appreciative, followed by opinions, answers, questions, and corrections. Furthermore, each comment type consistently corresponded to a particular communicative purpose, reflecting diverse interactional functions in the learning process. These findings suggest that TikTok

comment sections serve not only as spaces for social interaction but also as informal digital learning environments that support vocabulary learning through knowledge sharing, clarification, and collaborative engagement among users.

Keywords: *Comment Types; Communicative Purposes; English Vocabulary; Qualitative Content Analysis; Tiktok*

INTRODUCTION

The development of digital technology has changed the way people access information and learn. Social media is no longer just a tool of entertainment and communication, but also an important informal learning space (Kumar & Nanda, 2024). TikTok, an algorithm-based short-form video platform, allows users to create, share, and interact with learning content, including English vocabulary. The comment column on these videos is an important space for the audience to share opinions, ask questions, and build common knowledge (Wu et al., 2018).

Vocabulary mastery is the foundation of language skills that allow learners to communicate effectively (Nation, 2019). TikTok offers authentic, multimodal, and interactive language input, so it is increasingly used as an alternative medium for learning English vocabulary outside the classroom. Several previous studies have shown positive attitudes of students towards learning English through TikTok (Rita & Subekti, 2023) and its benefits in facilitating independent vocabulary learning (Fauziah et al., 2023).

Although research on TikTok as a learning medium is quite extensive, most of it focuses on student perception, the effectiveness of TikTok as a medium, or the analysis of video content itself. Research that specifically analyzes audience comments on English vocabulary learning content is still limited, even though comments may reflect an understanding of audience engagement and collaborative learning (Nguyen & Diederich, 2023). The TikTok account @Zulfazida, which focuses on learning English vocabulary and expressions, has never been specifically studied in terms of the characteristics of its comments.

Previous studies have demonstrated the educational potential of TikTok in English language learning; most have primarily examined learners' perceptions of TikTok, its effectiveness as a learning medium, or the instructional characteristics of educational videos. Other studies have explored TikTok as a platform that facilitates informal knowledge construction through social interaction. However, limited attention has been paid to the communicative interactions occurring within the comment sections of English vocabulary learning content, particularly regarding how learners express their communicative intentions while engaging with instructional materials. Consequently, existing research has not sufficiently explained the types of comments produced by learners, the communicative purposes underlying those comments, or how such interactions contribute to vocabulary learning in informal digital environments. This gap indicates the need for research that examines audience comments as authentic linguistic data rather than merely as indicators of engagement.

This study addresses this research gap by focusing on audience comments as the primary unit of analysis rather than on learners' perceptions or video content. Unlike previous studies that mainly evaluated TikTok's effectiveness as a learning platform, this research investigates naturally occurring written interactions produced by users in response to English vocabulary learning videos. Furthermore, the study integrates Qualitative Content Analysis (Mayring, 2021) with comment-type categorization adapted from (Reimer et al., 2023) and communicative purpose analysis grounded in (Searle, 1979) Speech Act Theory. Through this

combination, the study provides a more comprehensive understanding of how audience interaction reflects collaborative vocabulary learning within informal digital learning environments.

The TikTok account @Zulfazida was deliberately selected as the research setting because it represents one of the most active Indonesian educational accounts dedicated to English vocabulary learning. The account consistently publishes vocabulary-focused instructional videos and encourages audience participation through quizzes and interactive explanations. More importantly, despite its active educational interaction and large number of audience responses, no previous study has specifically examined the communicative characteristics of comments posted on this account. Therefore, the account provides a relevant and information-rich context for investigating authentic learner interaction in social media-based vocabulary learning.

Based on the research gap identified above, this study aims to identify the types of comments appearing in English vocabulary learning content on the TikTok account @Zulfazida and to analyze the communicative purposes embedded within those comments. Theoretically, this study contributes to the development of vocabulary learning theory by demonstrating that vocabulary acquisition is supported not only through exposure to instructional videos but also through communicative interaction among learners. In addition, the findings extend the application of social constructivism in informal digital learning environments by illustrating how knowledge is collaboratively negotiated through audience participation in social media comment sections. Practically, the results are expected to provide insights for English teachers, educational content creators, and learners in designing more interactive vocabulary learning experiences through social media platforms.

METHODS

This study employed a descriptive qualitative research design using Qualitative Content Analysis (QCA) as proposed by Mayring (2021). Qualitative Content Analysis was selected because the primary data consisted of naturally occurring written comments posted by TikTok users in response to English vocabulary learning videos. Rather than measuring statistical relationships, this approach aims to systematically interpret textual data by identifying recurring patterns, categorizing communicative expressions, and explaining the meanings embedded within audience interactions. The analysis followed Mayring's deductive category application, in which the coding categories were established based on relevant theoretical frameworks before being applied to the data, while remaining open to minor contextual refinement when necessary.

The study employed purposive sampling to select comments that were relevant to the research objectives. Initially, all comments posted on eleven English vocabulary learning videos uploaded between 26 January and 21 September 2025 were observed. However, not all comments were included in the analysis. Comments consisting solely of emojis, unrelated conversations, advertisements, duplicated responses, spam, or comments that were not associated with the vocabulary learning content were excluded. Only comments containing meaningful textual interaction related to English vocabulary learning were retained. After applying these inclusion and exclusion criteria, a total of 94 comments constituted the final data corpus for analysis. Purposive sampling was considered appropriate because the study sought information-rich data capable of answering the research questions rather than obtaining statistical representation.

Data were collected through non-participant observation techniques and documentation techniques. The researcher observed the selected TikTok videos without participating in any interaction within the comment section. All eligible comments were manually documented by recording screenshots of the original comment threads and subsequently transcribing each comment verbatim into a coding worksheet. Each entry contained information regarding the video identification, upload date, vocabulary topic, comment text, and preliminary coding notes. This documentation procedure ensured that every coded comment could be traced back to its original context during the analysis process.

The coding process followed the procedures of Qualitative Content Analysis proposed by Mayring (2021). First, all collected comments were read repeatedly to gain familiarity with the data. Second, each comment was identified as the unit of analysis. Third, every comment was coded according to five predetermined comment type categories adapted from (Reimer et al., 2023), namely Opinion, Question, Answer, Appreciation, and Correction. Subsequently, each coded comment was classified into one communicative purpose adapted from (Searle, 1979) speech act theory, including expressing gratitude and correcting information. After the initial coding process, all coded data were reviewed several times to ensure consistency between the coding criteria and the textual evidence before the final categorization and interpretation were conducted.

Data analysis followed the stages of Qualitative Content Analysis proposed by Mayring (2021). The analysis began with data familiarization through repeated reading of all comments, followed by data reduction to remove irrelevant textual units. The remaining comments were coded using the predetermined analytical framework, categorized according to comment type and communicative purpose, tabulated to identify frequency patterns, and subsequently interpreted within the perspective of vocabulary learning theory, social constructivism, and Speech Act Theory. The final stage involved drawing conclusions regarding the communicative characteristics of audience interaction in English vocabulary learning through TikTok.

RESULTS AND DISCUSSION

Results

The overall distribution of audience comments and their communicative purposes is presented in Table 1. The table summarizes the frequency of each comment category identified from the 94 comments analyzed. This distribution provides an overview of the dominant interaction patterns that emerged in the English vocabulary learning videos on the TikTok account @Zulfazida.

Table 1. Distribution of Comment Types and Communicative Goals in the TikTok Comment Column @Zulfazida

No	Comment Types	Communicative Purpose	f	%
1	Appreciation	Expressing gratitude	27	28,7%
2	Opinion	Convey opinions, experiences, or suggestions	22	23,4%
3	Answer	Responding to questions/requests	21	22,3%
4	Question	Looking for information or clarification	17	18,1%
5	Correction	Correcting or correcting information	7	7,4%
Total			94	100%

As shown in Table 1, Appreciation was the most frequently identified comment type, followed by Opinion, Answer, Question, and Correction. The findings also demonstrate that each comment category consistently corresponded to a particular communicative purpose, indicating that audience interactions served different communicative functions rather than representing random responses. Overall, the distribution suggests that the comment section functioned as an interactive learning environment where learners expressed appreciation, exchanged ideas, sought clarification, responded to peers, and corrected linguistic information.

To illustrate the characteristics of each category presented in Table 1, representative comments from the dataset are provided below. These examples demonstrate how each comment type reflects a distinct communicative purpose and contributes to audience interaction during vocabulary learning. The examples also support the qualitative interpretation of the frequency patterns identified in the analysis.

When grouped by functional orientation, relational-oriented comments (Appreciation and Opinion) amounted to 49 comments (52.1%), almost balanced with 45 comments (Answers, Questions, and Corrections) with 45 comments (47.9%). The distribution of comment types also varies according to the characteristics of the video. The first upload (January 26, 2025) contained almost half of the data (46 out of 94 comments) and was the only upload that featured all five types of comments in full, while a vocabulary quiz format video (e.g., an April 30, 2025 upload) only featured Answers and Correction comments, and a motivational video (February 19) was dominated by Appreciation comments.

To further illustrate the characteristics of each category identified in Table 1, representative comments are presented in Table 2. These examples demonstrate how each comment type reflects its corresponding communicative purpose and provide qualitative evidence supporting the frequency distribution reported previously.

Table 2. Representative Comments Based on Comment Types and Communicative Purposes

Original Comment	Comment Type	Communicative Purpose
Wow very nice video	Appreciation	Expressing gratitude
I like speak English	Opinion	Expressing opinion, experience, or suggestion
Please tell me	Answer	Responding to a question/request
Please tell me, what is it?	Question	Seeking information or clarification
I don't bukan I am don't	Correction	Correcting or improving information

As shown in Table 2, each representative comment reflects a different communicative function within the learning process. Appreciation comments primarily express positive emotional responses toward the educational content, while Opinion comments reveal learners' personal experiences and reflections related to English vocabulary learning. In contrast, Answer, Question, and Correction comments illustrate more knowledge-oriented interactions through responding to peers, requesting clarification, and correcting linguistic information. These findings indicate that audience participation extends beyond passive engagement and contributes to collaborative vocabulary learning through meaningful social interaction.

When viewed from their functional orientation, Appreciation and Opinion comments represent relational interaction that strengthens learners' motivation and social engagement, whereas Answer, Question, and Correction comments facilitate knowledge construction through information exchange and peer feedback. The distribution of comment types also

varied according to the instructional characteristics of the videos. Videos containing quizzes generated more response-oriented interactions, while explanatory or motivational videos tended to elicit a higher proportion of appreciative comments, indicating that different instructional designs encourage different patterns of audience participation.

Discussion

The dominance of Appreciation comments (28.7%) indicates that learners primarily used the comment section to express positive responses toward the educational content and the content creator. This finding is consistent with Tommaso (2024), who reported that instructional discourse on TikTok tends to generate concise and expressive comments rather than lengthy analytical responses. Similarly, Gil-Quintana and Vida de León (2021) argued that expressions of appreciation and audience support contribute to the credibility and sustainability of educational content on social media. In the context of English vocabulary learning, these comments suggest that positive emotional engagement encourages learners to participate in online learning communities and reinforces their willingness to interact with educational content.

Opinion comments (23.4%) largely reflected learners' personal experiences, learning preferences, and perceived difficulties in understanding English vocabulary, while Answer comments (22.3%) predominantly appeared in response to vocabulary quizzes embedded in the videos. These findings are consistent with previous studies reporting that short-form educational videos increase learners' motivation and encourage active vocabulary practice (Maulida et al., 2024; Punkhoom et al., 2025). Likewise, Reinhardt (2019) emphasized that social media environments promote productive language use by enabling learners to interact and exchange linguistic knowledge. The presence of these two comment types indicates that learners did not merely consume educational content but actively processed, applied, and shared vocabulary knowledge through social interaction.

The prominence of Opinion and Answer comments further demonstrates that audience participation extended beyond passive viewing toward active engagement with learning activities. By expressing personal opinions, learners connected newly acquired vocabulary with their own experiences, thereby facilitating meaningful learning and deeper cognitive processing. Meanwhile, responding to vocabulary quizzes encouraged learners to retrieve prior knowledge, practice language production, and reinforce their understanding through interaction with peers. These findings suggest that interactive instructional design plays an important role in stimulating learner participation and supporting collaborative vocabulary learning in digital environments.

Question comments (18.1%) reflected learners' need for clarification regarding pronunciation, grammar, and vocabulary usage, whereas Correction comments (7.4%) demonstrated efforts to improve the linguistic accuracy of information shared in the discussion. These findings support the results of Muflihah et al. (2024), who found that TikTok users frequently seek clarification when engaging with English-language learning content. Although Correction comments appeared less frequently, they illustrate collaborative error correction among users, which is also consistent with previous findings reported by Dwipa et al. (2024) and Alghameeti (2022). Such interactions indicate that learners actively monitored not only their own understanding but also the accuracy of information shared within the learning community.



The coexistence of Question and Correction comments highlights the educational value of TikTok comment sections as collaborative learning spaces rather than one-way communication channels. Learners actively negotiated meaning by requesting clarification, responding to uncertainties, and providing corrective feedback to other users. This reciprocal interaction demonstrates that vocabulary learning occurred through collective problem-solving and peer-assisted learning instead of relying solely on explanations provided by the content creator. Consequently, the comment section functioned as an environment that facilitated interaction, reflection, and collaborative knowledge construction among learners.

Overall, these findings reinforce Nation's (2022) theory that vocabulary acquisition is supported not only through exposure to instructional materials but also through meaningful interaction and repeated language use in authentic contexts. Furthermore, the findings provide empirical support for Vygotsky's (1978) social constructivist perspective, which emphasizes that knowledge is constructed through social interaction and collaboration. By integrating qualitative analysis of audience comments with communicative purpose analysis, this study demonstrates that TikTok comment sections represent meaningful informal learning environments where learners collaboratively develop vocabulary knowledge through authentic digital communication.

CONCLUSION

This study demonstrates that audience comments on English vocabulary learning videos posted on the TikTok account @Zulfazida represent meaningful communicative interactions rather than merely indicators of online engagement. The analysis identified five major comment types, each serving a distinct communicative purpose, including expressing appreciation, sharing opinions, responding to questions, seeking clarification, and correcting information. These interaction patterns indicate that TikTok comment sections function as collaborative informal learning environments where learners actively exchange knowledge, negotiate meaning, and support one another in vocabulary learning. Thus, the findings answer the research question by showing that audience comments perform diverse communicative functions that contribute to English vocabulary learning through authentic digital interaction.

The findings highlight the pedagogical potential of social media comment sections as complementary spaces for language learning and provide practical insights for English teachers and educational content creators in designing more interactive vocabulary learning activities. The study also contributes to research on digital language learning by integrating Qualitative Content Analysis, comment-type categorization, and Speech Act Theory to examine learner interaction in social media contexts. Since this research was limited to a single TikTok account and one educational context, future studies are recommended to investigate comments across multiple educational creators or social media platforms, incorporate inter-coder reliability to strengthen analytical rigor, and explore how online interaction influences vocabulary acquisition over time.

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