



## A content analysis of Korean language learning on TikTok platform

Jiilan Nabilah and Asma Azizah

Universitas Pendidikan Indonesia, Indonesia

\*Corresponding author: E-mail address: [asma.azizah@upi.edu](mailto:asma.azizah@upi.edu)

### ABSTRACT

This study aims to analyze the Korean language learning in a content of TikTok account from @Borassaem and @Dinareonni used as a learning media and contains supporting features for the content. The research adopts a descriptive qualitative using direct observation techniques, notes and documentation on the TikTok accounts @Borassaem and @Dinareonni obtain analyze data. Learning media follows the learning media technology theory and theory River and Temperly theory language skills. This study has a total 43 data contents from January 2023 until July 2023 then, two contents were selected each month, results in 26 contents. The results showed one content Korean learning has at least two forms Korean learning and features use combined with another features provide interest content of learning language. Korean language learning taught through TikTok content account @Borassaem and @Dinareonni contains listening, vocabulary, speaking, grammar, and reading utilized features add text, add sound, video effect, voice over, add picture, background and duet. Example this results, learning media for grammar use Korean idol song lyrics support features add song and add text. The learning media provided is interesting for students. Learning media interesting create funlearning and increase students' focus and interest in the learning process. The finding can be alternative for students to learn Korean language through TikTok and real examples for teacher in pouring Korean language learning into TikTok learning media.

### ARTICLE INFO

**Article History:**

Received 18 Aug 2024

Revised 22 Sept 2024

Accepted 25 Oct 2024

Available online 30 Oct 2024

**Keywords:**

content analysis;

Korean language learning;

language learning media;

TikTok

## 1. INTRODUCTION

Korean language learning begins with learning Korean letters or hangul which is used as a direct or indirect communication tool. Through hangul learning, other learning such as vocabulary and grammar learning is practiced through the four language skills of listening, speaking, reading and writing. Vocabulary and grammar are important in learning Korean. Lee (in Park, 2012) argues that vocabulary is a key in understanding spoken language, written language and communication skills. Cho (in Lee, 2011) stated that the purpose of vocabulary learning is to expand and increase learners' knowledge of Korean so that vocabulary has its own focus in the Korean language learning process according to the themes and materials provided by educators.

Educators provide Korean vocabulary material according to the learning theme being taught. The vocabulary material is given to students through learning media. In the learning process, the media is used as a tool or intermediary for delivering information from educators to students. The learning media used adjusts to the material and the purpose of the learning itself so that students can receive the material from the educator. Learning media has various types and forms that can be utilized by educators to convey learning materials. The existence of various types and forms of learning media, one of which is influenced by technological developments that have an influence on the development of learning media. Hamdani (in Firmadani, 2020) categorizes learning media into visual media, audio media and audio-visual media. These media if applied in learning will have different forms such as audio media using audio sound recordings, audio-visual media through a video or movie.

Korean language learning can utilize audio media, visual media and audio-visual media to adjust back to the material to be given. Associated with the development of audio-visual learning media technology is widely used for language learning. Dewi and Budiana (2018) divide audio-visual learning media into three types, namely television media, sound slide media, video and film media. Based on its presentation, video and film are divided into two formats, namely digital and analog formats. Digital formats are DVDs, computer-based videos, videos utilizing the internet online, and streaming videos without having to be downloaded. With the development of technology, audio-visual learning media can be applied through social media which makes it easy for educators to deliver vocabulary material and for students to make it easy to get or receive vocabulary material from educators.

TikTok application is an audio-visual based social media that is widely used as a learning media. TikTok is an application that can be used as a learning media, TikTok is able to meet the learning needs of students, can increase students' interest through uniqueness and the availability of interesting features and experiences and developments in accordance with the characteristics of students in the digital era (Dewanta, 2020). Many TikTok content creators teach Korean vocabulary through content uploaded to the TikTok application. TikTok accounts @Borassaem and @Diareonni are content creator accounts with experience and good command of the Korean language so that the Korean language learning content uploaded can be trusted. @Borassaem and @Diareonni in their content teach a lot of Korean vocabulary which is poured in an interesting way by utilizing the various features provided in the TikTok application.

Based on the phenomenon of the many enthusiasts learning Korean and the use of TikTok social media in language learning that can be learned anywhere and anytime, it makes researchers interested in analyzing Korean language learning content through TikTok. So that based on the explanation above, the problem formulation can be made, as follows:

1. How is the content of Korean language learning content on TikTok accounts @Borassaem and @Dinareonni as learning media?

2. How is the use of TikTok features on Korean language learning content on TikTok accounts @Borassaem and @Dinareonni?

## 2. METHOD

This research uses a descriptive qualitative approach. Based on Kountur's explanation (in Dewanta, 2020) descriptive research is research by providing a clear description or description without any treatment of the object under study. Anggito and Setiawan (2018) explain that qualitative research is data collection with the intention of interpreting the phenomena that occur in their research, the researcher acts as a key instrument. The qualitative descriptive design was chosen because it is believed to be able to provide a clear picture of the utilization of TikTok as a learning medium used in learning Korean.

Sources of data in research according to Sugiyono (2013) state that data collection seen from the source of data can be obtained through primary data sources and secondary data sources. Moleong (in Rijali, 2018) revealed that through written notes, video or audio recordings, photographs or films primary data sources were recorded. For secondary data sources or additional data obtained from written sources such as books, magazines, official documents, personal documents and archives. This research data is the content of Korean language skills learning video content from TikTok content creators @Borassaem and @Dinareonni. This study uses primary data derived from the TikTok application, namely Korean language learning content on the @Borassaem and @Dinareonni accounts and the features used in the creation of this content which is reinforced by secondary data obtained through journals regarding TikTok learning media and Korean language learning.

In this study, data collection used observation and documentation techniques. Observation and documentation were carried out in this study, namely observations on the TikTok application, especially on the Korean language learning content creator accounts @Borassaem and @Dinareonni assisted by the technique of recording the content of learning content material. The data that has been collected is analyzed through three stages proposed by Miles and Huberman (in Nugrahani, 2014), namely:

Data Reduction to select, summarize, focus on the main things so that in this study the reduction is used to divide Korean language learning content based on the similarity of the material content of Korean language learning content on the @Borassaem and @Dinareonni accounts.

Data presentation to make data more organized and arranged so that in this study the data is presented in the form of tables.

Conclusions, Researchers draw conclusions based on the results of the analysis that researchers have done, comparing with previous research and conformity with the theory used.

## 3. RESULTS AND DISCUSSION

### 3.1 Data Description

Korean language learning content uploaded by @Borassaem and @Dinareonni from January 2023 to July 2023 there are 43 Korean language learning content which is then taken 2 content from each month so that 28 Korean language learning content has been classified and there is still content that has similarities with other content, so that in this data becomes 26 content. The material content of Korean language learning content on TikTok accounts @Borassaem and @Dinareonni teaches a lot of Korean vocabulary learning compared to other learning such as grammar, listening skills, speaking skills, and reading skills. Meanwhile, writing skills are not found

in the content on @Borassaem and @Dinareonni accounts. The features used include add text, add sound, video effect, voice over, add picture, add video, background, and duet. Park and Yoon (2021) explained that the application of TikTok as a medium for learning Korean will affect the content of the material provided by educators and learning Korean on the TikTok application has a good impact compared to conventional learning.

Korean vocabulary learning seen from the final data with a total of 26 contents, 23 contents contain vocabulary learning combined with other learning such as grammar, listening, speaking, and reading. Each content uploaded by @Borassaem and @Dinareonni contains more than one Korean language learning because Korean language learning is related to each other. Although combined with other learning, content creators @Borassaem and @Dinareonni still focus on each Korean language learning. In addition, in one Korean language learning content creators @Borassaem and @Dinareonni use more than two available features, but the most widely used feature is the add text feature.

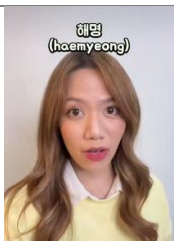

### 3.2 Results of Korean Vocabulary Content on TikTok Accounts @Borassaem and @Dinareonni

The Korean vocabulary taught on @Borassaem and @Dinareonni TikTok content is basic vocabulary that is widely used in daily life and current vocabulary or slang vocabulary with various forms of content, such as vocabulary training content, brief explanations, charades and gombal. There are lessons that focus only on vocabulary and some are combined with other lessons. Min (2016) explains that Korean language learning in addition to teaching vocabulary, grammar needs to also provide language skills learning to improve students' language skills. This theory is in line with Lee and Park's vocabulary theory (in Park, 2012) regarding vocabulary learning will lead to other learning such as language skills.

Therefore, the content of Korean vocabulary learning by @Borassaem and @Dinareonni contains other learning or language skills.

Table 1.

Vocabulary learning content @Borassaem and @Dinareonni

	@Borassaem	@Dinareonni
<b>Data</b>		
<b>Content</b>	Vocabulary	Vocabulary

Content creator @Borassaem provides vocabulary learning through the content of Korean idol names, content from words that are being discussed, and through brief explanation content. Of these contents, content through Korean idol names becomes content that is much favored by students, as evidenced by the many requests for idol names that students like to use as material for vocabulary learning. The content above has a total of 557,600 impressions with a duration of 19 seconds with a total of 118,100 likes, 3020 comments, 20,700 saves, and 4441 shares, the following is the content of Korean vocabulary content from the @Borassaem account

- (a) “Korean for explanation 해명 (haemyeong)  
 Korean for sunlight 햇살 (haessal)  
 Korean for light of my life 해찬 (haechan)”

The advantage of idol name gombal content is that the focus of learning is clear, only explaining about vocabulary so that it is in accordance with vocabulary theory. Cho (in Lee, 2011) states that vocabulary learning in Korean language learning has its own focus.

Korean language learning that focuses on this vocabulary, provides an understanding to learners that Korean vocabulary has similarities in letters and pronunciation but different meanings. However, the content of Korean Idol names like this has no in-depth explanation of the vocabulary and the use of the vocabulary in a sentence.

On the TikTok account @Dinareonni, vocabulary learning is taught using the lecture method. In the content, Dinareonni explains the meaning of a vocabulary by giving an example of using the vocabulary in a Korean sentence made by Dinareonni herself and giving an example sentence through a video clip of a Korean Idol saying the vocabulary being taught. This vocabulary learning content has a duration of 1 minute 8 seconds, received 12,000 impressions, like 1540, comment 4319, save 190 and share 9. The following is the content of learning Korean vocabulary by @Dinareonni.

- (a) “안녕하세요. Today we will discuss one of the vocabulary words that I really like in Korean but there is no equivalent in Indonesian, namely 살레다 (seolleda). 살레다 (seolleda). Usually in dramas it is translated as excited, happy, even though 살레다 is more than just nervous or happy. 살레다 (seolleda). It is said that when we feel there are butterflies in our stomach, we become confused, nervous, happy but more.  
 가: 너 이마크 볼 때마다. 왜 그렇게 빨개져? (You, every time you see Mark Lee, why does your face turn red?)  
 나: 아니, 이마크가 어제 내가 안경을 바꾼 걸 눈치 채고 이쁘다고 한 거 있지? 그냥 이마크가 하는 작은 행동조차까지도 나를 설레게 만들어. (No, yesterday Mark Lee realized that I changed my glasses and said I was beautiful. Everything down to the small things that Mark Lee does makes me nervous.).  
 So if you're feeling embarrassed and you have butterflies in your stomach because of your crush, you can express that feeling as 살레다 (seolleda).  
 여: 어 도영아. 어제 내가 춥다고 해서 네가 나한테 핫팩 건네준 건 좀 설렷어 (Doyoung, yesterday when I said it was cold you gave me a hotpack I was so nervous.)  
 남: 정말 설레? 나도 (Are you really nervous? Me too)  
 여: 너도? 도영이 나 때문에... 설렌다고? (You too? Doyoung is nervous because of me?)”

With a detailed explanation, it can make students better understand the material provided, but the absence of variations in the delivery of material on the @Dinareonni account can trigger boredom from students. So to minimize this, Dinareonni needs to provide interesting vocabulary learning and deliver it with full expression. Also, the vocabulary taught is not basic vocabulary that is always used in daily activities, which is a shortcoming of the vocabulary learning content by @Dinareonni. Having an example of using the vocabulary in a sentence by a native speaker gives learners a better understanding of the correct pronunciation of the vocabulary.





### 3.3 Results of Feature Usage on Korean Vocabulary Learning Content by @Borassaem and @Dinareonni

The TikTok application provides many features that can help its users to create interesting video content. Each feature in the TikTok application has its own function and content creators can adjust the use of existing features to the needs of the uploaded content. So that a Korean language teacher on TikTok or content creator besides requiring language skills, video editing skills are also needed.

Sundawa and Trigartati (2018) the meaning of content creator is someone who has an understanding and master of social media, design and video making. In learning Korean vocabulary content creators @Borassaem and @Dinareonni, the feature that is widely used is the add text feature or adding text to the content.

Table 2.

the use of the add text feature in @Borassaem and @Dinareonni content

	@Borassaem	@Dinareonni
Data		
Feature	Add Text	Feature Add Text

This feature is used by @Borassaem and @Dinareonni to write back the words spoken so that learners can better understand the sentences spoken by educators. The use of add text from the learner's side helps to understand more of what is said by the educator. If there is an error in the audio of the educator's content, learners can still understand through the text that the educator has created. This feature is also widely used to give titles to the material that will be discussed in the content. The following is an example of using the add text feature in Korean language learning content on the @Borassaem and @Dinareonni accounts.



Figure 1. Add text feature as word affirmation

Educators can utilize this feature to emphasize the sentences spoken. In @Dinareonni Korean learning content, word affirmation using the add text feature is often shown, so that students can remember important sentences or words spoken by the educator. Dinareonni teaches to speak the word 광야 (Kwangya) which is different in pronunciation from its Latin writing so Dinnareonni emphasizes how to read the vocabulary correctly through add text.



Figure 2. Add text using effect

In addition, the add text feature can add effects to the text written so that the text conveyed can be colorful and look more interesting. Trinova (2012) explains that fun learning is learning that can make students focus and center themselves on the material provided by educators, meaning that students are interested in the methods, media, and materials used so that students do not feel bored with the learning process. The use of color or effect can distinguish between titles with plain text or word affirmation and the learning provided becomes interesting and fun. Fun learning is needed so that students do not feel bored even though the material presented uses the lecture method.

#### 4. CONCLUSION

This analysis aims to find out the content of Korean language material and find out the features used in the @Borassaem and @Dinareonni accounts that can be applied through TikTok learning media. Based on the results of this study, the TikTok accounts @Borassaem and @Dinareonni teach vocabulary learning, grammar, listening, speaking, and reading skills provided through a variety of learning content. The learning that is mostly taught is learning Korean vocabulary which is outlined in the content of chants, exercises or charades and brief explanations. In @Borassaem account, vocabulary learning in the form of Korean idol names has a high engagement rate because it is much in demand by students, while in @Dinareonni account, vocabulary learning is given through detailed explanations.

In each learning content uploaded, @Borassaem and @Dinareonni utilize the features available on the TikTok application. The features used include the add text, add sound, add video, add picture, voice over and background features. These features are used to assist educators in delivering material and for students to help better understand the material provided. The add text feature is a feature that is widely used by @Borassaem and @Dinareonni, this feature can help educators write sentences as desired. The existence of this feature can help if there is an error in the audio of the educator's content, students can still understand through the text that the educator has created.

#### 5. REFERENCES

- Anggito, A., & Setiawan, J. (2018). *Metodologi penelitian kualitatif*. Sukabumi: CV Jejak.
- Dewanta, A. A. N. B. J. (2020). Pemanfaatan aplikasi tiktok sebagai media pembelajaran bahasa Indonesia. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia*, 9(2), 79-85.

- Dewi, K., & Budiana, N. (2018). *Media Pembelajaran Bahasa (Aplikasi Teori dan Strategi Pengoptimalan Pembelajaran)*. Malang: UB Press.
- Firmadani, F. (2020). Media pembelajaran berbasis teknologi sebagai inovasi pembelajaran era revolusi industri 4.0. *KoPeN: Konferensi Pendidikan Nasional*, 2(1), 93-97.
- Lee, Seung-eun. (2011). 한국어 어휘교육 실험연구에 대한 연구방법론적 고찰 (Studi Metodologi Penelitian Eksperimen Pendidikan Kosakata Korea). *국제한국어교육학회 (Journal of The International Association for Korean Language Education)*, 22(4), 321-346. doi: 10.18209/iakle.2011.22.4.321
- Min, Hyeon-sik. (2016). 국어교육의 철학과 정책 (Filsafat Kebijakan Pendidikan Bahasa Korea). *국어교육학연구 (Journal of Koredu.Net)*, 51(2), 5-52. doi: 10.20880/kler.2016.51.2.5
- Nugrahani, F. (2014). *Metode penelitian kualitatif*. Solo: Cakra Books.
- Park, Hyeong-woo. (2012). 국어 어휘 교육 개선 방안 연구 (Kajian Rencana Peningkatan Pendidikan Kosakata Bahasa Korea). *청람어문교육 (Journal of CheongRam Korean Language Education)*, 46, 403-433. doi: 10.26589/jockle.46.201212.407
- Park, Ji-yeon., & Yoon, Hoon-sik. (2021). 숏폼(shortform) 동영상을 통한 한국어학습이 학습 관련 요인에 미치는 영향 연구 (Kajian tentang Pengaruh Pembelajaran Bahasa Korea melalui Video Singkat terhadap Faktor-Faktor Terkait Pembelajaran). *학습자중심교과교육연구(Journal of Learner-Centered Curriculum and Instruction)*, 21(17), 617-632. doi: <https://doi.org/10.22251/jlcci.2021.21.17.617>
- Rijali, A. (2018). Analisis data kualitatif. *Jurnal Alhadharah*, 17(33), 81-95. doi: <https://dx.doi.org/10.18592/alhadharah.v17i33.2374>
- Sundawa, Y., & Trigartanti, W. (2018). Fenomena Content Creator di Era Digital. *SPESIA*, 4(2), 438-443.
- Sugiyono. (2013). *Metodologi penelitian kualitatif, kuantitatif dan R&D*. Bandung: Alfabeta.
- Trinova, Z. (2012). Hakikat belajar dan bermain menyenangkan bagi peserta didik. *Al-Ta Lim Journal*, 19(3), 209-215. doi: <https://doi.org/10.15548/jt.v19i3.55>