SYLLABUS AND PEDAGOGICAL ORIENTATION OF ENGLISH TEACHING THROUGH TIKTOK:

A CONTENT ANALYSIS OF JAGOBAHASACOM

THESIS

Submitted in partial fulfillment of the requirements for the degree

of Sarjana Pendidikan Islam (S. Pd.) in English Teaching

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ABSTRACT

Baratha, Muhammad Isya Atsila. (2026). *Syllabus and Pedagogical Orientation of English Teaching Through Tiktok: A Content Analysis of Jagobahasacom*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Fitriah, Ph.D. and Dr. Rizka Safriyani, M.Pd.

Key Words: *Short video, English Language Teaching, TikTok, teaching methods, material syllabus, language skill*

In the era of digitalization in teaching and learning, the range of data has become wider for teachers and learners which enables them to easily gain any data regarding English language teaching and learning through digital devices, especially internet and social media, allowing more freedom and accessibility. This research examines the syllabus, language skills, and teaching methods used by @jagobahasacom in short-form teaching videos posted on TikTok. Notably, the study aims to understand the design and deliverance that the teachers apply to their English learning content within a short-form digital format. This research uses qualitative content analysis approach and utilizes transcripts, framework analysis, and video analysis sheets for analyzing a total of 33 videos. The finding shows that the short videos mainly use two syllabuses for the material designs: functional and structural syllabus. These syllabuses help design the material approaches in ways that the teaching material becomes relatable and easy for learners to understand. The short videos also targeted language skills such as speaking, grammar, vocabulary, and pronunciation, highlighting the multiple aspects of English learning that short videos can support. Furthermore, it reveals that most short videos have combined several teaching methods, such as Grammar-Translation Method (GTM), Communicative Language Teaching (CLT), Audio-lingual Method, and Direct method. Overall, this research concludes that short-form videos can be used for effective supplementary tools for English language learning, since they provide quick, simple, engaging, and meaningful instruction that aligns with the students' daily communication needs.

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ABSTRAK

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Kata Kunci: *Video pendek, Pengajaran Bahasa Inggris, TikTok, metode pengajaran, syllabus, kemampuan bahasa*

Di era digitalisasi dalam pengajaran dan pembelajaran, jangkauan data menjadi lebih luas bagi guru dan siswa, yang memungkinkan mereka untuk dengan mudah memperoleh data apa pun terkait pengajaran dan pembelajaran bahasa Inggris melalui perangkat digital, terutama internet dan media sosial, sehingga memberikan lebih banyak kebebasan dan aksesibilitas. Penelitian ini mengkaji silabus, keterampilan bahasa, dan metode pengajaran yang digunakan oleh @jagobahasacom dalam video pengajaran singkat yang diunggah di TikTok. Secara khusus, penelitian ini bertujuan untuk memahami desain dan penyampaian yang diterapkan guru pada konten pembelajaran bahasa Inggris mereka dalam format digital singkat. Penelitian ini menggunakan pendekatan analisis konten kualitatif dan memanfaatkan transkrip, kerangka analitik, dan lembar analisis video untuk menganalisis total 33 video. Temuan menunjukkan bahwa video-video singkat tersebut terutama menggunakan dua silabus untuk desain materi: silabus fungsional dan struktural. Silabus ini membantu merancang pendekatan materi sedemikian rupa sehingga materi pengajaran menjadi relevan dan mudah dipahami oleh siswa. Video-video singkat tersebut juga menargetkan keterampilan bahasa seperti berbicara, tata bahasa, kosakata, dan pengucapan, menyoroti berbagai aspek pembelajaran bahasa Inggris yang dapat didukung oleh video singkat. Lebih lanjut, penelitian ini mengungkapkan bahwa sebagian besar video pendek menggabungkan beberapa metode pengajaran, seperti Metode Tata Bahasa-Terjemahan (GTM), Pengajaran Bahasa Komunikatif (CLT), Metode Audio-lingual, dan Metode Langsung. Secara keseluruhan, penelitian ini menyimpulkan bahwa video berdurasi pendek dapat digunakan sebagai alat bantu yang efektif untuk pembelajaran bahasa Inggris, karena memberikan instruksi yang cepat, sederhana, menarik, dan bermakna yang selaras dengan kebutuhan komunikasi sehari-hari siswa.

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