

UTILIZATION OF TIKTOK ACCOUNT @JAYFUJIWARA AS ENGLISH LEARNING MEDIA FOR FOREIGN LANGUAGE LEARNERS IN THE DIGITAL ERA

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ABSTRACT

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The advancement of digital technology in the contemporary era like today has brought major changes in various aspects of human life including education. In recent years, TikTok is one of the online platforms that has grown rapidly. This application is not only an entertainment platform but has also developed into a learning platform because of its creative and interesting content. Although TikTok has become popular as an entertainment platform, now many accounts use it as a learning platform such as learning a foreign language. A famous account in this field is @jayfujiwara who creates educational content to teach English with 5.9 million latest followers. Considering this phenomenon, this study will investigate how the TikTok account @jayfujiwara is used as a medium for learning English, as well as how effective and impactful the content on the account is on students learning a foreign language. After this study was conducted, it can be concluded that the TikTok account @jayfujiwara is an innovative and flexible English learning medium in the modern era. The real impacts experienced by students include increasing their motivation to learn and improving better speaking and listening skills, practical application of English, reducing their anxiety while learning, and strengthening their community networks. Therefore, social media platforms, especially TikTok, can help students learn English, especially the younger generation who are familiar with digital technology.

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1. Introduction

The development of digital technology has changed the way people interact with each other, such as getting information, and also learning. In the modern era like today, advances in digital technology have brought major changes in various aspects of human life, including education. According to Ardiansah and Maharani (2021), social media is a means or platform that can be used to facilitate interaction between users and has a two-way communication nature. One of these developments is the increasing use of social media as a learning tool. From initially being used only for entertainment and communication, social media is now

starting to be used in education because it is considered to be able to provide an interesting, flexible learning environment that is in accordance with the needs of today's digital generation. According to Suhartoyo and Wulandari (2024), social media is a platform for communicating, expressing, and collaborating in developing creative ideas that are easily accessible via the internet, social media is also often used to increase friendship networks.

TikTok is one of the digital platforms that has experienced rapid growth in recent years. In addition to being an entertainment platform, this application has developed into a learning platform through innovative and interesting content. According to Davina & Diena (2024), the results of their study highlight that short videos can be used to convey learning materials in a more visual and easily understood way by students. This shows TikTok's potential in increasing students' learning motivation. TikTok has become popular as an entertainment medium, but now many accounts use it as a learning medium, such as learning foreign languages. A famous account in this field is @jayfujiwara, who is known as an educational content creator for teaching English with his latest followers of 5.9 million followers. Jay Fujiwara uses a creative, light, and entertaining approach to present English material consistently, making it easy for audiences to learn informally anytime and anywhere.

TikTok is a short video-based social media application. This media has become very popular among teenagers, including those who are learning foreign languages. According to Zahidah et al. (2023), TikTok is the social media that has the highest record for its users. This social media is widely used by various age groups, from children to adults. With the many creative features on TikTok, it allows its users to create, share, and access educational content quickly, easily, and interestingly. Through short videos lasting 15 seconds to 3 minutes, various learning materials, including English, can be delivered in a lighter, more interactive, and fun way.

Many fields and industries today use English as an international language such as education, the technology industry, and global communication. This results in people having to be proficient in using English starting from childhood. However, learning English is often considered boring and difficult, especially with a conventional classroom approach. In situations like this, social media such as TikTok can serve as an alternative learning media that is interesting and relevant for foreign language learners.

One of the most active TikTok accounts using it for English learning is the @jayfujiwara account. In delivering learning through English educational videos, the account uses viral trends and popular sounds, and a combination of interesting visuals and texts. The content presented is concise and easy to understand and includes vocabulary, idioms, speaking tips, and everyday pronunciation. This account also has many followers, especially from foreign language students who want to learn English informally and enjoyably. TikTok content creators currently deliver more of their content using English, indirectly having a positive impact on viewers who watch the content and encouraging them to learn English. There are lots of English learning materials that can be found on TikTok social media such as grammar, pronunciation, vocabulary, and TOEFL (Irianto & Al Amin, 2021).

After observing the phenomenon, it is important to conduct further investigations into how the TikTok account @jayfujiwara is used for learning, especially in learning English in the digital era. This phenomenon shows a shift from a conventional learning approach to a more flexible approach that suits the characteristics of Gen Z students. Therefore, the

formulation of the problem that will be discussed in this study is to investigate how the TikTok account @jayfujiwara is used as a medium for learning English, as well as how effective and impactful it is for students who learn a foreign language through the account's learning content.

The results of this study are expected to provide a new picture of how to learn English that is in accordance with the features of the current digital generation. It is also expected to contribute to the development of digital learning media, especially in the context of utilizing social media as an inclusive, easily accessible, and enjoyable educational tool. And can be used as a reference for teachers to build social media-based learning media.

2. Methods

This study uses a qualitative approach with the netnography method. The netnography method is used in this study to observe culture, behavior, and interactions in online communities through participant observation and digital data analysis. The netnography method is a type of qualitative research that provides a comprehensive explanation of a phenomenon. Robert Kozinets introduced netnography as a new approach to digital ethnographic studies, especially the study of social communities through social media. Kozinets asserts that netnography is a special form of ethnographic research to reveal the unique habits of various types of computer-mediated social interactions (internet). This definition continues to develop into a research technique for the field of social media (Astuti & Yenny, 2019). Netnography uses various analysis techniques and online engagement processes and these methods can be used as a guide to conducting ethnography online through comprehensive procedures.

In this study, netnography is used to understand how the TikTok account @jayfujiwara is used as a medium for learning English by foreign language learners in the digital era. The main focus of netnography is on user interaction with content through likes, comments, sharing, and duet sharing. In addition, how users respond to learning materials. And the most important thing is how content creators communicate and deliver non-formal learning materials through social media. Data was obtained from videos uploaded by the @jayfujiwara account on TikTok. In addition, it also analyzes comments given by users on videos related to learning English. Profiles and activities of users who actively respond or provide comments on learning materials, observations of interaction patterns of the formed digital community. Data collection techniques by conducting online observation. Observations were carried out intensively on TikTok content for a certain period. In addition, digital documentation was carried out with screenshots of comments, videos, and captions, as well as user responses and involvement. Data were analyzed using the Miles and Huberman (2014) model, including data reduction, data presentation and drawing conclusions. To ensure the validity of the data, data triangulation and prolonged engagement techniques were used.

3. Results and Discussion

A. TikTok as a Medium for Learning English

This study uses a netnography approach to the TikTok account @jayfujiwara, which actively uploads English learning content for a global audience, especially native speakers. Data were collected by conducting participatory observation on the

uploaded video content, comments from followers, communication styles and interactions that occur in the comments column and patterns of material delivery in the video. A total of 30 videos were observed during the study, which was conducted from January to March 2025. The results of the observations can be summarized as follows:

1. Microlearning (Small-Bite Learning)

Jay Fujiwara creates short videos (15–60 seconds) that focus on one small topic in English, such as vocabulary, phrases, idioms, or speaking tips) that feature expressions, intonation, and body gestures that support the delivery of the material. This follows the principle of microlearning: material is packaged in small doses so that it is easy to understand and remember.

2. Communicative Language Teaching (CLT)

Much of Jay's content focuses on the use of English in real communication, not just grammar. For example, he gives examples of everyday conversations, acts out speaking situations, and provides "native-like" expressions. The material is delivered in a simple, practical, and contextual way. Jay uses short story techniques and light humor to keep the audience more interested and engaged.

3. Visual-Auditory Learning

He utilizes visual (text, facial expressions, gestures) and auditory (voice intonation, pronunciation) aspects to reinforce learning. This is suitable for the audio-visual learning style that many TikTok users have.

4. Gamification and Edutainment

Jay Fujiwara often wraps the material with entertainment: using humor, sound effects, small challenges, or dramatization. This makes learning feel like playing, not formal learning.

5. Contextual Teaching and Learning (CTL)

He teaches language through real contexts, such as how to express feelings in certain situations (sad, angry, happy), or examples of sentences in everyday social life.

Based on the research results, the TikTok account @jayfujiwara has succeeded in utilizing the digital platform as a medium for learning English through an innovative and engaging approach. In the context of digital learning theory and netnography, this phenomenon shows several things:

1. Social Media as an Alternative Learning Environment

Initially TikTok was better known as an entertainment platform, it has developed into an informal learning medium. Jay Fujiwara integrates edutainment elements (a combination of education and entertainment) to attract users, especially the digital native generation.

2. Netnography Characteristics: Virtual Community

Observations show that @jayfujiwara's followers form an informal learning community that actively discusses, shares experiences, and supports each other in the process of learning English. This is in accordance with the concept of tribes in netnography, where communities are formed based on shared interests.

3. Effectiveness of Microlearning

Content that is short but consistent is effective in helping English learners because it is in accordance with the principles of microlearning: short, focused, and directly applicable material.

4. Personal Branding and Credibility

Jay Fujiwara builds credibility as a learning resource with a friendly, professional, and relatable communication style. This credibility is important in the context of online learning, where trust is the main key.



Picture 1. Flowchart of TikTok Account Interaction @jayfujiwara as English Learning Media

Diagram Explanation:

- Jay initially uploaded an English educational video.
- The audience watched and reacted (especially comments that contained many questions or appreciation).
- Jay actively responded to comments, resulting in two-way communication.
- These responses sparked new conversations, even ideas for future content.
- Over time, a community of learners was created that supported each other and built positive engagement.

A. Effectiveness and Impact of Learning Through TikTok Account @jayfujiwara

Based on the results of observations and netnographic analysis of learning activities on the TikTok account @jayfujiwara, it can be concluded that the content presented has a high level of effectiveness in supporting the English learning process, especially for foreign language learners in the digital era. Several indicators of effectiveness and impact can be described as follows:

- a. Increasing Interest and Motivation to Learn

Jay's relaxed, communicative, and expressive delivery style has succeeded in increasing the audience's interest in learning. Many comments expressed that they felt more enthusiastic and motivated to practice English after watching the content presented.

b. Faster Understanding of Material

The use of short video formats (15–60 seconds) that focus on one theme (e.g. idioms, vocabulary, pronunciation, or phrasal verbs) helps students absorb information quickly and effectively. This micro-learning pattern makes the material easier to remember and practice.

c. Direct Application in Daily Life

Some audiences shared their experiences using idioms or sentences taught by Jay in real conversations, such as when traveling, talking to foreign friends, or even in job interviews. This shows the transfer of learning from social media to the real world.

d. Social Interaction and Support

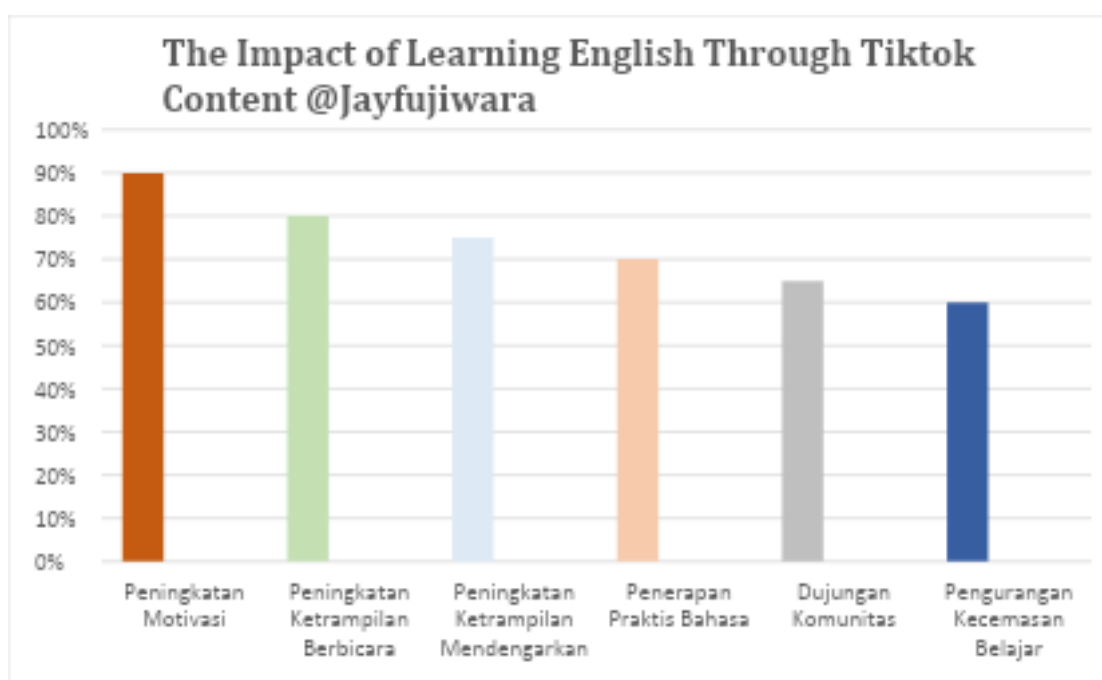
The comment feature is actively used not only to ask questions but also to support each other between learners, forming an informal learning community. The existence of this community strengthens the social learning aspect where students learn not only from the creator, but also from fellow audiences.

e. Improving Listening and Speaking Skills

By being exposed to Jay's natural and authentic pronunciation model, students experience improvements in their listening comprehension skills and are able to imitate a more natural way of speaking (fluency).

f. Positive Emotional Impact

Many audiences feel that learning English through TikTok feels more relaxed, fun, and less stressful, thus reducing language learning anxiety that is common in traditional learning methods.



Learning English through @jayfujiwara's TikTok content is effective in increasing students' interest, understanding, practical application, and language skills. In addition, the formation of a learning community in the comments column strengthens the social aspect of today's digital learning.

4. Conclusion

Conclusion is the answer to the proposed hypothesis (or title). Conclusions must be based on tBased on the results of the study using a qualitative approach with the netnography method, it can be concluded that the TikTok account @jayfujiwara effectively functions as an innovative and adaptive English learning media in the digital era. The content presented by Jay Fujiwara is able to increase learners' interest and motivation, accelerate understanding of the material, and encourage the application of English in real-life contexts. The short video format, the use of communicative language, and the active involvement of creators with the audience through comments and replies are the main factors that strengthen the effectiveness of learning. In addition, the formation of a learning community in the comments column shows a positive social dynamic that encourages students to learn collaboratively and support each other. The real impacts felt by learners include: increased learning motivation, speaking skills, listening skills, practical application of English, reduced language learning anxiety, and strengthening the network of learning communities. Thus, the use of social media platforms, especially TikTok, can be an effective alternative in supporting English learning for foreign learners, especially the younger generation who are familiar with digital technology.

Acknowledgment

Based on the results of the research that has been conducted, here are some suggestions that can be given:

a. For Foreign Language Learners

It is recommended that English learners actively utilize digital platforms such as TikTok as additional learning resources. By choosing educational accounts such as @jayfujiwara, learners can develop language skills more flexibly, enjoyably, and in accordance with practical daily needs.

b. For Educational Content Creators

Creators such as Jay Fujiwara are expected to continue to develop a variety of content, both in terms of topics, formats, and delivery methods, so that they remain relevant to the diverse needs of learners. In addition, intensive interaction with the audience needs to be maintained to keep the learning community active and dynamic.

c. For Further Researchers

For researchers who are interested in studying similar topics, it is recommended to conduct further research using data triangulation methods, such as direct interviews with learners or creators, in order to gain a deeper understanding of the effectiveness of learning through social media.

d. For Educational Institutions

Educational institutions can consider integrating social media as a complement to formal English learning methods. Directing students to follow educational accounts can be a strategy to increase language exposure outside the classroom in a natural and enjoyable way.

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