Presentation Sequences and Styles of Educational Bite

by Perpustakaan Referensi

***Presentation Sequences and Styles of Educational Bite-Sized Content
by The Indonesian TikTokers***

Jandy Luik, Petra Christian University, Indonesia
Dwi Setiawan, Petra Christian University, Indonesia
Ronald H. Sitindjak, Petra Christian University, Indonesia

Abstract
This research delves into the presentation sequences and styles adopted by Indonesian
TikTokers in the creation of educational content on the TikTok platform. Employing a
qualitative content analysis methodology, we analyse 140 TikTok videos from prominent
Indonesian creators, categorising the content into themes and identifying prevalent presentation
styles and sequences. Our findings shed light on the dynamic nature of educational content on
TikTok, emphasising the platform's fast-paced environment. We explore linguistic features,
multimodality, and the implications of these elements on the effectiveness of educational
content. This paper aims to contribute to the evolving landscape of digital education by
providing insights into TikTok's unique role in knowledge dissemination.

Keywords: TikTok, educational content, presentation styles, presentation sequences, digital
education, social media, online learning, linguistic features, content creation

Introduction

TikTok's rapid evolution from an entertainment-focused platform to a multifaceted global phenomenon has garnered widespread attention. Its impact, highlighted by Wang's 2020 study, showcased the platform's captivating content, seamlessly blending entertainment with enjoyment. In the current digital landscape, where information sharing is undergoing rapid transformations, TikTok has emerged as a powerful tool for educational content creators. What initially started as a space for light-hearted fun has gradually become a subject of scholarly inquiry, with academics exploring its formal intricacies, such as (Schellewald, 2021), and camera angles (Wang, 2020).

This preliminary study zeroes in on Indonesian TikTok creators, aiming to understand their formal strategies in delivering educational content. By doing so, we contribute to the broader discussion on the convergence of social media and education (Drew, 2017; Gerbaudo, Gaspar, & Gonçalves Lins, 2021; Kumar & Gruzd, 2019; Van Den Beemt, Thurlings, & Willems, 2020). Recognising TikTok's global impact and unique features, we delve into the presentation styles, sequences, and linguistic aspects employed by Indonesian TikTok creators.

Our research team, encompassing diverse backgrounds in communication science, language and literature, and visual design, acknowledges the need for collaborative efforts in deciphering the multifaceted nature of educational content on TikTok. This study seeks to address two key questions:
1. What are the prevalent presentation sequences and styles used by Indonesian TikTok creators in their educational content?
2. What are the implications of the rapid delivery of educational content on TikTok?

To answer these questions, we employed an inductive qualitative content analysis approach. We analysed 140 TikTok videos, including the ten most recent uploads from prominent Indonesian TikTok creators specialising in educational content. Our dataset was categorised into seven themes, with health and beauty emerging as the dominant category. We propose that this dominance may be attributed to the visually engaging nature of content in this category. Conversely, sports and exercise, typically presented in longer formats on platforms like YouTube, appear as the least represented theme in our dataset.

Conclusions

In the following sections, we will present our key findings, covering the diverse presentation styles, sequences, and linguistic features we encountered in the Indonesian TikTokers' educational content.

Presentation Styles

Indonesian TikTok creators employ various styles to make educational content captivating and engaging. This section explores three primary presentation styles, each enhancing the interactive learning experience:

1. Responding to Audience Inquiries
   Indonesian TikTok creators actively engage with their audience by directly addressing viewer questions. This style turns educational content into a personalised exchange. For example, in one video, a TikToker responds to a simple inquiry about sitting elegantly,

demonstrating a commitment to audience interaction, and providing concise, informative responses.

2. Posing Own Questions

   Another effective style involves creators prompting critical thinking among viewers by posing thought-provoking questions. For instance, one TikToker asks his viewers about the fundamental differences between obsessive compulsive disorder (OCD) and perfectionist personality. Then, he offers his opinions and invites how viewers to share theirs in comments section, fostering engagement and prompting self-reflection. This method encourages audience participation, making the educational experience more interactive.

3. Providing Data Expositions

   From our data, TikTokers employ data exposition as their presentation style. Interestingly, they embrace the challenge of elucidating complex data and technical concepts through TikTok videos. For instance, a TikToker utilises graphical data presentation to explain the world market, combining information with entertainment to engage the audience more effectively. Rendering understandable information from intricate data is a key characteristic of this presentation style.

Collectively, these presentation styles contribute to the interactive and engaging nature of educational content on TikTok, catering to diverse learning preferences. By responding to viewer inquiries, posing thought-provoking questions, and delivering in-depth data expositions, TikTok creators go beyond traditional educational methods. The participatory nature of these styles underscores the platform's unique capacity to offer an engaging educational experience. The intentional choice of these presentation styles also reflects the adaptability and creativity of Indonesian TikTok content creators in delivering educational content that captures and sustains viewer attention.

Presentation Sequences

In addition to the presentation styles, the diverse presentation sequences employed by Indonesian TikTokers showcase further their adaptability and creativity in delivering educational content on this dynamic platform. Below is the explanation of the three primary presentation sequences found in our study:

1. Linear Sequences

   TikTok creators in Indonesia frequently choose a step-by-step approach, by sharing information in a narrative that unfolds gradually, building on each point. This linear sequence is evident when creators explain concepts or tell stories chronologically, with each piece of information contributing to the overall understanding. For example, a TikToker details how an emerging Indonesian video platform secured investment from an angel investor, ensuring a coherent and logical flow of information.

2. Circular Sequences

   Another intriguing presentation style involves the use of circular narratives, where the beginning mirrors the ending of the video. This method adds continuity and aesthetic appeal to the content. For instance, one TikToker showcases a special effect technique, starting with the result, guiding the audience through the process, and returning to the

result at the end. The circular sequence creates a sense of completeness to the educational narrative.

3. *Medias Res*
   In medias res refers to a literary technique where a story begins in the middle of the plot rather than at the chronological beginning. Several Indonesian TikTokers choose this approach, bringing the audience directly into the core of a topic or question. For instance, a TikToker starts a video with the final piece of DIY swimming goggles, goes through the creation process step by step, and concludes with instructions on how to wear them underwater. This technique creates immediate engagement by initiating the educational video with a focal point.

These presentation sequences not only enhance the narrative skills of educational content on TikTok but also showcase the adaptability of Indonesian TikTok content creators. Their deliberate choice of linear, circular, or *in medias res* sequences demonstrates their ability to craft compelling stories within the unique constraints of the TikTok platform.

Fast-Paced Delivery

Our study sheds light on a notable aspect of TikTok's educational scene, that is the rapid pace at which Indonesian TikTok creators deliver content. Our analysis reveals an average speaking rate exceeding 200 words per minute, significantly surpassing the natural speech rate falling between 100-150 words per minute (Anumanchipalli, Chartier, & Chang, 2019). This accelerated delivery aligns with TikTok's culture of brevity, immediacy, and engaging storytelling within short timeframes. The observed fast-paced delivery challenges traditional educational approaches that often show a more measured and deliberate presentation style. This might raise important questions about its impact on information retention and comprehension. There is a potential trade-off concerning the depth to which viewers can absorb and understand the educational content presented. As we will discuss in the subsequent section, multimodality helps address the issue of comprehension to some extent.

Despite potential challenges, the swift delivery of educational content on TikTok ensures heightened viewer engagement. TikTok's user base is accustomed to rapid information consumption, and creators' ability to capture and sustain attention within this short timeframe indicates the platform's effectiveness as an educational tool. Furthermore, the rapid delivery carries linguistic and textual implications. Creators must navigate the challenge of delivering information coherently within tight time constraints. This demands strategic choices in language use, emphasizing key points, and maintaining a balance between speed and clarity. The linguistic adaptation to this accelerated format is an integral aspect of creators' skill set.

Linguistic Features and Multimodality

Our analysis further uncovers the strategic use of linguistic/textual features by Indonesian TikTok content creators. These features include code mixing, contractions, reduced contextual information, and multimodality.

1. Code Mixing
   Indonesian TikTok creators use code mixing (see Muysken, 2000) by integrating English into Bahasa Indonesia content. This intentional choice adds dynamism to the educational narrative. For instance, a TikTok video showcasing a tip to look confident

while listening might include the English phrase "Karena *closed body language* [italic added] kaya gini akan mencerminkan ketidaknyamanan", which translate to English as "Because closed body language like this will reflect discomfort". This inclusion serves multiple purposes, signalling a global linguistic flavour and expressing sentiments in a language often seen as concise. The preference for English might be influenced by its perceived brevity compared to Indonesian.

2. Contractions
Creators use many contractions, like "gak" instead of "tidak," adapting to TikTok's time constraints. This strategy aligns with the platform's preference for concise communication and enhances video engagement. In a 60-second video, creators use contractions to maintain a short and engaging dialogue, ensuring informative and captivating content.

3. Reduced Contextual Information:
The platform's focus on quick, engaging content leads creators to provide minimal background information in most videos. For example, in an unboxing video expressing enthusiasm about a new gadget, the creator omits detailed specifications or purchase details. This deliberate reduction aligns with TikTok's format, where brevity is prioritised over extensive explanations. This approach might raise questions about the depth of information conveyed. While creators maintain viewer interest through concise content, the trade-off may sacrifice comprehensive context. Yet, the intentional decision to focus on immediate, visually engaging elements without extensive background information reflects creators' adaptation to TikTok's unique communicative demands.

4. Multimodality
Indonesian TikTok content creators embrace multimodality (Kress, Jewitt, Ogborn, & Charalampos, 2014; Kress & Van Leeuwen, 2001; Machin & Mayr, 2012) by incorporating diverse elements to enrich the learning experience. This integration goes beyond spoken words, recognising the importance of engaging multiple senses to convey educational information. Visual components, like images, graphics, and video clips, form a fundamental part of this approach. Creators leverage TikTok's visual appeal by integrating these elements into their educational content, making the material more tangible and relatable. Text overlays provide supplemental information, reinforcing crucial details. The combination of verbal and written information caters to diverse learning preferences.

Music serves as an additional dimension in the multimodal repertoire of Indonesian TikTok creators. Incorporating music not only adds aesthetic appeal but also contributes to the overall mood and tone of the presented information. It can evoke emotions, enhance engagement, and create a more immersive learning environment. Special effects represent a creative use of technology to enhance the visual and auditory aspects of educational content. The appropriate application of special effects ensures they complement the educational narrative without overshadowing the core message.

The overarching goal of this multimodal approach is to cater to diverse learning styles within the TikTok audience. Recognising that individuals absorb information differently, Indonesian TikTok creators intentionally incorporate visual, auditory, and textual elements. This ensures a more inclusive educational experience, allowing

viewers to engage with the content in a manner that suits their learning preferences. By embracing multimodality, Indonesian TikTok content creators enhance both the comprehension and retention of educational content. This approach acknowledges the diversity of learners and seeks to make educational content accessible and impactful. The intentional use of multimodality in TikTok educational content reinforces the evolving nature of digital education, departing from traditional, text-centric approaches. This shift aligns with the contemporary understanding of how individuals engage with and assimilate information in the digital age.

In summary, TikTok plays a transformative role in education in Indonesia, showcasing the potential of digital learning. Indonesian TikTok creators skilfully use diverse presentation styles, creating an engaging learning environment. The quick-paced delivery challenges traditional education, highlighting the need for dynamic and concise material in today's interconnected world. The observed linguistic features reveal creators' strategic adaptation to TikTok's format, ensuring effective communication within its constraints. The multimodal approach enhances the learning experience, catering to various preferences. As TikTok evolves as an educational platform, these findings lay the groundwork for further research into effective teaching strategies in dynamic social media environments.

References

Anumanchipalli, G. K., Chartier, J., & Chang, E. F. (2019). Speech synthesis from neural decoding of spoken sentences. *Nature*, *568*(7753), 493–498. https://doi.org/10.1038/s41586-019-1119-1

Drew, C. (2017). Educational podcasts: A genre analysis. *E-Learning and Digital Media*, *14*(4), 201–211. https://doi.org/10.1177/2042753017736177

Gerbaudo, R., Gaspar, R., & Gonçalves Lins, R. (2021). Novel online video model for learning information technology based on micro learning and multimedia micro content. *Education and Information Technologies*, *26*(5), 5637–5665. https://doi.org/10.1007/s10639-021-10537-9

Kress, G., Jewitt, C., Ogborn, J., & Charalampos, T. (2014). *Multimodal Teaching and Learning: The Rhetorics of the Science Classroom*. United Kingdom: Bloomsbury Publishing.

Kress, G., & Van Leeuwen, T. (2001). *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Arnold.

Kumar, P., & Gruzd, A. (2019). Social media for informal learning: A case of #Twitterstorians. *Proceedings of the Annual Hawaii International Conference on System Sciences*, *2019-Janua*, 2527–2535. https://doi.org/10.24251/hicss.2019.304

Machin, D., & Mayr, A. (2012). *How to Do Critical Discourse Analysis: A Multimodal Introduction*. United Kingdom: SAGE Publications.

Muysken, P. (2000). *Bilingual Speech: A Typology of Code-Mixing*. United Kingdom: Cambridge University Press.

Schellewald, A. (2021). Communicative Forms on TikTok: Perspectives From Digital Ethnography. *International Journal of Communication*, *15*, 1437–1457.

Van Den Beemt, A., Thurlings, M., & Willems, M. (2020). Towards an understanding of social media use in the classroom: a literature review. *Technology, Pedagogy and Education*, *29*(1), 35–55. https://doi.org/10.1080/1475939X.2019.1695657

Wang, Y. (2020). Humor and camera view on mobile short-form video apps influence user experience and technology-adoption intent, an example of TikTok (DouYin). *Computers in Human Behavior*, *110*(February), 106373. https://doi.org/10.1016/j.chb.2020.106373

Contact email: dewey@petra.ac.id

Presentation Sequences and Styles of Educational Bite