

ABSTRACT

NABILLA SILVY AZZAHRA. 2026. "REPRESENTATIONS OF ACADEMIC ANXIETY ON TIKTOK POST: AN ANALYSIS THROUGH A MULTIMODAL LENS".

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This study examines how the academic anxiety experienced by students during the thesis defense is represented multimodally through verbal and visual elements in a TikTok video. This study is based on the assumption that the sharing of academic anxiety on social media not only reflects personal experiences but also constructs social meaning for content creators and audiences. The analysis employs the Systemic Functional–Multimodal Discourse Analysis (SF-MDA) framework by integrating transitivity system with the visual grammar. Two selected verbal and visual data units were analyzed in an integrated manner. The results reveal a gradual construction of academic anxiety. In the initial stage, anxiety is introduced as an internal emotional condition through the dominance of mental (cognitive) and relational (attributive) processes that frame the subject's self-evaluation of their academic performance. In the transformation stage, anxiety develops into a physically manifested reaction through body movements, shifts in gaze direction, and postural adjustments. In the final stage, anxiety is contextualized as an academic social experience through broader visual framing, the presence of examiners, and the academic setting. Overall, this representation reflects a shift from internal emotions toward physical responses, ultimately evolving into a social academic experience. Posts on TikTok serve as both a space for emotional release and a means of gaining social support, fostering a sense of community among audiences with similar experiences.

Keywords: Academic anxiety, multimodal discourse analysis, TikTok.