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The Effect of TikTok-Based English Content on EFL Students' Speaking Skills and Self- Confidence

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Abstract

Penelitian ini bertujuan untuk mengkaji peran konten TikTok berbasis bahasa Inggris dalam meningkatkan keterampilan berbicara dan kepercayaan diri siswa. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi-eksperimen yang melibatkan 62 siswa kelas XI SMA Negeri 2 Bulukumba yang dibagi menjadi kelompok eksperimen dan kontrol. Kelompok eksperimen diberikan pembelajaran menggunakan konten bahasa Inggris dari akun TikTok "Speak with Mish", sedangkan kelompok kontrol menggunakan metode konvensional. Data dikumpulkan melalui tes berbicara dan kuesioner kepercayaan diri yang diberikan sebelum dan setelah perlakuan. Hasil penelitian menunjukkan bahwa kelompok eksperimen memperoleh nilai rata-rata post-test sebesar 65,45 untuk keterampilan berbicara dan 81,77 untuk kepercayaan diri, sedangkan kelompok kontrol memperoleh 54,84 dan 62,71. Hasil uji Independent Sample T-Test menunjukkan nilai p=0,000 (p<0,05), yang menunjukkan adanya perbedaan signifikan pada kedua variabel. Selisih rata-rata sebesar 10,613 untuk keterampilan berbicara dan 26,935 untuk kepercayaan diri. Dengan demikian, konten bahasa Inggris berbasis TikTok dapat menjadi media pembelajaran yang efektif dalam meningkatkan keterampilan berbicara dan kepercayaan diri siswa.

Kata kunci: TikTok; keterampilan berbicara; kepercayaan diri; EFL; kuasi-eksperimen.

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Introduction

Speaking is a vital skill in English language learning because it enables learners to communicate ideas, respond appropriately, and interact effectively in everyday situations. However, speaking is often considered one of the most difficult skills for English as a Foreign Language (EFL) learners to master due to limited exposure to English, insufficient speaking practice, shyness, and fear of making mistakes (Ur, 1996; Pollard, 2008; Murcia, 2008). Developing speaking proficiency requires learners to improve accuracy, fluency, and comprehensibility while also becoming familiar with appropriate social and cultural contexts (Heaton, 1989; Marjonet et al., 2020). Therefore, improving speaking skills should be a major objective of English language instruction, particularly in EFL contexts where opportunities to use English outside the classroom are limited.

One psychological factor closely related to students' speaking performance is self-confidence. Self-confidence influences learners' willingness to participate, take risks, practice speaking, and communicate despite making mistakes (Brown, 2007; Nety et al., 2020). Students with low self-confidence tend to remain silent, avoid speaking activities, and worry about being judged or making errors (Omar, 2023). This issue is particularly relevant in Indonesia, where limited exposure to English outside the classroom may create a gap between students' linguistic knowledge and their ability to communicate effectively in real situations (Lestari & Nugraha, 2023). Thus, speaking instruction should not only focus on linguistic competence but also provide learning experiences that can encourage students to speak more confidently and actively.

The development of digital media has created new opportunities to address these challenges, particularly through social media platforms such as TikTok. Previous studies indicate that TikTok can provide engaging and less anxiety-provoking opportunities for students to practice pronunciation, fluency, and oral expression (Syahidiyah et al., 2024). TikTok-based learning can also increase students' exposure to English and encourage greater confidence in speaking through short audiovisual content (Farchan et al., 2025; Annapis et al., 2024). However, previous research has produced different findings regarding the relationship between TikTok and self-confidence. Fitriani (2025), for example, found no significant relationship between TikTok usage intensity and students' self-confidence, suggesting that confidence may be influenced more strongly by family support, social environment, and personal experiences. These findings indicate the need to examine TikTok not merely as a social media platform but as a structured instructional medium.

Despite the growing use of TikTok in language learning, a research gap remains regarding its potential to simultaneously enhance students' speaking skills and self-confidence through structured English content. Previous studies have generally focused either on speaking activities through video creation (Hasyim, 2025; Syafei et al., 2023) or on students' confidence without comprehensively assessing speaking performance (Fitriani, 2025; Farchan et al., 2025). Furthermore, no previous study has specifically examined the use of the "Speak With Mish" TikTok content in a structured classroom context while measuring both variables simultaneously. Therefore, this study investigates the role of TikTok-based English content in enhancing students' speaking skills and self-confidence. Specifically, it addresses two research questions: (1) To what extent does TikTok-based English content enhance students' speaking skills? and (2) To what extent does TikTok-based English content enhance students' self-confidence?

Research Methods

This study employed a quantitative quasi-experimental design to examine the effect of TikTok-based English content on students' speaking skills and self-confidence. The research was conducted at SMA Negeri 2 Bulukumba, South Sulawesi, during the 2026/2027 academic year. The population consisted of 302 eleventh-grade students. Using cluster random sampling, 62 students were selected and divided into two groups: XI B1 (n=31) as the experimental group and XI B2 (n=31) as the control group. The experimental group received TikTok-based English instruction, while the control group received conventional textbook-based instruction. The independent variable was TikTok-based English content, while speaking skills and self-confidence were the dependent variables.

The research data were obtained from students' speaking performance and self-confidence. Data collection techniques included a speaking test and a self-confidence questionnaire administered as pre-test and post-test. Speaking skills were assessed using a rubric adapted from Brown (2004), covering pronunciation, grammar, vocabulary, fluency, and comprehension. Self-confidence was measured using a 20-item Likert-scale questionnaire adapted from Lautser (2004). The questionnaire was pilot-tested with 22 students to establish validity and reliability, with item correlations compared against an r-table value of 0.423 and Cronbach's Alpha exceeding 0.70. The experimental group received four instructional sessions using TikTok content from "Speak English with Mish" integrated with a Task-Based Language Teaching (TBLT) approach.

The collected data were analyzed using descriptive and inferential statistics with SPSS version 26. Before hypothesis testing, the normality and homogeneity assumptions were examined using the Shapiro-Wilk and Levene's tests, respectively. The results indicated that the data were normally distributed and homogeneous, with p-values greater than 0.05. Therefore, an independent-samples t-test was employed to compare the post-test mean scores of the experimental and control groups. The significance level was set at 0.05, with a p-value below 0.05 indicating a statistically significant difference between the two groups.

Results and Discussion

Result

The findings show a clear difference in students' speaking skills and self-confidence between the experimental and control groups. In speaking skills, the experimental group's mean score increased from 51.39 in the pre-test to 65.45 in the post-test, while the control group increased from 50.39 to 54.84. Similarly, self-confidence in the experimental group increased from 61.74 to 81.77, compared with a smaller increase from 61.19 to 62.71 in the control group. The distribution of scores also showed that most students in the experimental group moved to higher performance and confidence categories after the treatment.

The differences between the groups were associated with the instructional treatment provided to the experimental group, which used TikTok-based English content from "Speak English with Mish" through four learning sessions. The experimental group received structured exposure to English audiovisual content, while the control group continued with conventional textbook-based instruction. Statistical testing confirmed these differences: the speaking post-test produced a mean difference of 10.613 ($t=7.162$, $p<0.001$), while self-confidence produced a mean difference of 26.935 ($t=18.632$, $p<0.001$). The normality and homogeneity tests also indicated that the data met the requirements for parametric testing.

The findings indicate that students who received TikTok-based English instruction achieved higher post-test scores in both speaking skills and self-confidence than those who received conventional instruction. The results suggest that integrating structured TikTok content into classroom activities can be associated with improvements in students' speaking performance and confidence. However, these findings are limited to the participants, treatment duration, and instructional context of this study and should not be generalized beyond similar contexts without further investigation.

Discussion

The findings demonstrate that TikTok-based English content was associated with higher improvements in both students' speaking skills and self-confidence than conventional instruction. The experimental group's speaking mean increased from 51.39 in the pre-test to 65.45 in the post-test, while the control group increased only from 50.39 to 54.84. The independent-samples t-test confirmed a significant difference between the groups, with a mean difference of 10.613 and $p < 0.001$. A similar pattern was found for self-confidence, where the experimental group increased from 61.74 to 81.77, compared with an increase from 61.19 to 62.71 in the control group. The mean difference in self-confidence reached 26.935, with $p < 0.001$. Among the speaking components, pronunciation showed the most noticeable improvement, whereas grammar demonstrated a more limited increase. These results indicate that the intervention produced measurable differences in both linguistic performance and students' confidence in using English.

The findings reflect that the effectiveness of TikTok-based learning was not simply related to students' exposure to social media but to how the content was integrated into structured classroom activities. Students were not only asked to watch TikTok videos but also to imitate pronunciation, practice dialogues, participate in role-plays, receive feedback, and deliver short presentations. This sequence provided repeated opportunities for students to move from observing English models to actively producing the language. The substantial improvement in pronunciation supports this observation, as students could repeatedly listen to and imitate the language models provided in the videos. At the same time, the considerable increase in self-confidence suggests that repeated successful speaking experiences may have reduced students' hesitation and fear of making mistakes. Therefore, the findings highlight the importance of combining digital content with purposeful speaking tasks rather than treating TikTok merely as a source of entertainment or passive language input.

The findings can be interpreted through the interaction between audiovisual input, language production, and students' affective conditions. TikTok provides short audiovisual models that allow students to hear pronunciation and intonation while simultaneously observing how expressions are produced in context. This characteristic is consistent with Mayer's Multimedia Learning Theory, which explains the potential benefits of processing information through visual and auditory channels. However, the improvement in speaking performance cannot be attributed to audiovisual exposure alone. Through speaking tasks, students were required to produce language, test their use of vocabulary and grammar, and receive feedback, which corresponds to the principles of Swain's Output Hypothesis. The improvement in self-confidence can also be interpreted through Krashen's Affective Filter Hypothesis, particularly because the familiar and flexible learning environment may have reduced students' anxiety. Nevertheless, the relatively smaller improvement in grammar indicates that short-form TikTok content is more readily suited to pronunciation, vocabulary, and fluency practice than to the development of complex grammatical knowledge. Thus, TikTok appears most

useful when it functions as part of a broader instructional sequence rather than as a standalone teaching method.

The findings are generally consistent with previous studies reporting positive contributions of TikTok to EFL speaking development. Syahidiyah et al. (2024) found that TikTok could support pronunciation practice and fluency through engaging speaking activities, while Hadi and Indriani (2021) highlighted the usefulness of English-learning TikTok content for pronunciation practice. The present findings extend these studies by providing quantitative evidence that structured TikTok-based instruction was accompanied by higher post-test speaking scores, with pronunciation showing the most substantial improvement. The findings regarding self-confidence are also consistent with Komariyah et al. (2022), who reported that social-media-based learning can create an engaging learning atmosphere and reduce students' anxiety. However, the results should also be considered alongside Fitriani (2025), who found no significant relationship between general TikTok usage and students' self-confidence. This difference suggests that the educational effect of TikTok may depend on how the platform is used. Purposeful content, structured activities, repeated practice, and teacher guidance appear to distinguish instructional use from students' general or entertainment-oriented TikTok consumption.

Based on these findings, teachers can consider integrating carefully selected TikTok-based English content into speaking instruction, particularly for pronunciation, vocabulary, fluency, and short oral presentations. The content should be accompanied by structured activities such as imitation, drilling, pair work, role-play, peer feedback, and individual presentations so that students actively produce language rather than only consume digital content. Because grammar showed a relatively smaller improvement, TikTok activities should be complemented with explicit grammar instruction and longer practice sessions when grammatical accuracy is a primary learning objective. Future researchers should extend the treatment period beyond four meetings to determine whether the observed improvements can be maintained and whether more substantial development in grammar can occur. Studies with larger and more diverse samples are also recommended to examine the applicability of the findings across different educational contexts. In addition, future research could investigate the long-term effects of TikTok-based instruction and compare different types of English-learning content or instructional approaches. These actions would provide a broader understanding of how short-form digital content can be integrated effectively into EFL speaking instruction.

Conclusion

This study concludes that structured TikTok-based English content contributed to meaningful improvements in students' speaking skills and self-confidence. The experimental group demonstrated significantly better post-test performance than the control group, confirming that the intervention was associated with positive changes in both research variables. These findings suggest that TikTok can function beyond its role as an entertainment platform when its content is deliberately integrated into speaking activities. More importantly, the improvement indicates that combining accessible audiovisual input with opportunities for active language practice can help students participate more confidently in English communication.

The significance of this study lies in its demonstration that digital media can be pedagogically valuable when supported by appropriate instructional design. Rather than viewing TikTok as a substitute for classroom instruction, the findings suggest that it is more meaningful when used as a complementary medium that connects authentic English input with guided speaking practice. This perspective strengthens the practical

relevance of audiovisual and learner-centred approaches in EFL contexts, particularly where students have limited opportunities to use English beyond the classroom.

Nevertheless, the findings should be interpreted within the limitations of the study. The research involved a relatively small sample from a single school and used a short four-session treatment, which limits the generalizability and the assessment of long-term effects. The study also focused on one specific TikTok content creator and relied partly on self-reported measures of self-confidence. Future research should therefore involve larger and more diverse samples, longer treatment periods, and different types of English-learning content to examine whether similar improvements can be sustained across contexts.

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