

TIKTOK CREATORS' EFFECT ON STUDENTS' SPEAKING SKILLS AND CONFIDENCE AT SENIOR HIGH SCHOOL IN CIREBON REGENCY

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Abstract: This study aims to determine the effect of TikTok creators on students' speaking skills and self-confidence at senior high schools in Cirebon Regency. It focuses on identifying how students' engagement with TikTok content can influence their oral performance and confidence in English communication, providing empirical evidence from two public schools. A quantitative research design was applied using questionnaires, speaking tests, and classroom observations as data collection tools. The research involved 238 eleventh-grade students from SMAN 1 Ciledug and SMAN 1 Pabedilan. Data were analyzed using IBM SPSS Statistics 25 software through regression and multivariate analysis to measure the relationship and contribution levels of variables. The regression test for speaking skills showed $R = 0.477$ and $R^2 = 0.227$ (Sig. 0.000), indicating that TikTok creators contributed 22.7% to the improvement of students' speaking ability. For self-confidence, the results were $R = 0.551$ and $R^2 = 0.304$ (Sig. 0.000), demonstrating that TikTok activities contributed 30.4% to students' confidence levels. A multivariate test revealed Wilks' Lambda = 0.530, $F = 4.037$, and Sig. 0.000, showing a 27.2% combined effect on both variables.

Furthermore, the speaking test results indicated that 39 of 70 students (55.7%) achieved good to very good levels, while 31 students (44.3%) were in fair to poor categories. This research can be applied in English education, particularly in integrating social media platforms like TikTok as innovative tools for language learning. Teachers, curriculum developers, and educational institutions can adopt TikTok-based activities to enhance students' speaking skills and confidence in a more interactive and engaging way. The originality of this study lies in introducing TikTok creators as authentic and motivational learning media in EFL classrooms, providing new insights into digital pedagogy and showing empirical evidence that digital content creation fosters students' communicative competence and confidence.

Keywords: Tiktok creators', speaking skill, self-confidence, social learning theory, digital learning

INTRODUCTION

English has long established its position as the most prominent international language, serving as a vital medium that connects people, cultures, and nations across the world. With its extensive use in diplomacy, commerce, science, technology, higher education, and global media, English is no longer merely a school subject, but a gateway to international participation. As Parupalli (2019) notes, English enables individuals to access global knowledge, share ideas, and engage in intercultural communication without severe linguistic barriers. To function effectively in such environments, learners must acquire competence in four key language skills: listening, speaking, reading, and writing, yet speaking remains the most demanding of these. Speaking requires learners to integrate linguistic knowledge and psychological readiness simultaneously, producing language spontaneously, accurately, and confidently in real-time interaction. Thus, speaking proficiency is widely regarded as the clearest indicator of learners' communicative ability.

In Indonesia, English has been systematically integrated into the national education curriculum from elementary school to higher education. Its inclusion reflects the government's awareness of English as a tool for academic advancement and global competitiveness. Educators expect that consistent exposure to English instruction will help students build linguistic competence, cultural awareness, creativity, and critical thinking (Wahyuningsih et al., 2019). Despite these efforts, many Indonesian learners still face persistent difficulties in speaking. Research has consistently documented challenges such as limited vocabulary, grammatical errors, problematic pronunciation, slow or fragmented speech, and low fluency (Khunaifi, 2013). These linguistic issues are frequently accompanied by psychological barriers

that further inhibit oral performance. Fear of making mistakes, anxiety, low confidence, and negative self-perceptions often deter students from speaking in front of others, causing them to avoid classroom participation and lose valuable opportunities for practice.

Self-confidence, in particular, plays a crucial role in speaking performance. Learners with higher confidence levels tend to be more willing to take risks, participate actively in discussions, and express their ideas in English without excessive fear of judgment (Baothongchan, 2024). Conversely, learners with low confidence often struggle to articulate their thoughts, speak in very limited phrases, or remain silent even when they possess the required knowledge. Confidence, therefore, is not merely an additional factor but a central component of communicative competence. For this reason, educators continuously seek methods, tools, and strategies that can reduce anxiety, foster positive learning experiences, and build students' confidence in speaking English.

The rapid advancement of digital technology has opened new possibilities for language learning. Today's learners are surrounded by a rich digital environment that provides endless access to authentic language exposure. Digital platforms such as YouTube, Duolingo, Instagram, and online learning websites offer resources that combine text, audio, video, and real-life communication models (Hamdi, 2023). These platforms allow learners to practice language skills independently, repeatedly, and without the pressure of face-to-face judgment. Among the many digital applications available, TikTok has emerged as one of the most popular, especially among teenagers and young adults. Known for its short, engaging, and easily digestible videos, TikTok provides a diverse range of content including storytelling, pronunciation tips, educational explanations, vocabulary demonstrations, and real-life conversational models.

TikTok's influence in Indonesia is particularly notable. According to We Are Social and Hootsuite (2024), the country ranks second globally with approximately 112.92 million active TikTok users. A large portion of these users are high school and college students who spend significant daily time consuming TikTok content. This widespread use signals a powerful opportunity for integrating the platform into language learning. TikTok's algorithm, which

quickly identifies user preferences and learning interests, allows learners to be exposed repeatedly to English content creators who produce instructional, creative, and authentic English expressions. In this way, TikTok has the potential to function as an informal yet highly influential language-learning environment.

Existing studies have shown that TikTok can enhance students' motivation, creativity, and engagement in learning. Some research highlights how the platform encourages students to participate in speaking tasks, imitate pronunciation models, and enjoy more immersive language exposure. However, a closer examination of previous literature reveals that most studies focus on general motivation, digital literacy, or student engagement rather than on specific language outcomes such as speaking proficiency and confidence. Even fewer studies have investigated the role of TikTok content creators as authentic language models whose influence may extend beyond entertainment to actual skill development. Although many students actively follow proficient English-speaking creators often native speakers or highly fluent non-native speakers little is known about whether this exposure contributes to improvements in their speaking skills.

This lack of empirical evidence forms a significant research gap. While TikTok is widely used by students, and while many educators observe that learners often mimic the pronunciation, expressions, and speaking styles of their favorite creators, academic research has yet to explain whether and how this phenomenon impacts speaking development. The gap becomes more pressing when considering that students' speaking proficiency in Indonesia remains relatively low despite high engagement with English-rich digital environments. This creates a paradox: students are surrounded by English content in their daily lives, yet their speaking skills and confidence do not show significant improvement. Without rigorous investigation, educators lack clear guidance on whether TikTok exposure should be encouraged, how it might be integrated into teaching practices, or what pedagogical implications it holds.

This study responds to this gap by exploring the impact of TikTok content creators on students' English-speaking skills and self-confidence, with a focus on senior high school students in Cirebon Regency. The context is important because high school learners are among the most active TikTok users and are at a developmental stage where confidence and self-expression are particularly significant. By examining students' experiences, perceptions, and observable improvements, this study seeks to determine whether TikTok creators serve as

meaningful language models who support pronunciation accuracy, fluency, vocabulary use, and overall speaking performance. Furthermore, the study investigates whether watching and imitating confident English-speaking creators helps students reduce anxiety, increase self-assurance, and feel more motivated to speak English.

The significance of this research is both theoretical and practical. Theoretically, the study contributes to the growing body of knowledge on technology-assisted language learning by examining a platform that remains underexplored in academic research. It offers insights into how informal digital environments and social media influencers may function as supplementary learning tools. Practically, the study provides educators with evidence-based recommendations on whether TikTok can be integrated into classroom strategies to enhance speaking instruction. If TikTok creators indeed influence students' fluency and confidence, teachers can design more innovative learning activities that incorporate short video models, imitation tasks, pronunciation practice, and reflective engagement with digital content. Ultimately, the study aims to bridge the disconnect between students' everyday digital consumption and formal English learning, ensuring that the tools students already use can be leveraged to support more meaningful language development.

RESEARCH METHOD

This study employed a quantitative research design using a survey approach to examine the influence of students' engagement with TikTok English-learning content creators on their speaking skills and self-confidence in English learning. In this research, the term *TikTok content creators* refers specifically to individuals or accounts that consistently publish TikTok videos intended for English learning, such as pronunciation drills, speaking challenges, vocabulary explanations, grammar tutorials, and interactive speaking prompts. These creators include English teachers, language tutors, and independent educators who produce structured and educational content, as opposed to entertainment-only creators. This clarification ensures that the study focuses strictly on instructional content within TikTok's educational niche rather than general social media usage. Quantitative research, as defined by Sugiyono (2013), involves the

systematic collection of numerical data and the statistical examination of relationships between measurable variables. The survey method was selected because it enables efficient data collection from a large pool of participants within a limited time frame and allows interpretation of results that may represent a broader population.

The population of this research consisted of 11th-grade students enrolled in SMAN 1 Ciledug and SMAN 1 Pabedilan, two public high schools located in Cirebon Regency that have integrated social media platforms into their English learning activities. Both schools offer nine parallel 11th-grade classes, resulting in a combined population of 588 students. To ensure that each student had an equal opportunity to be selected, a probability sampling method specifically simple random sampling was used. The sample size was determined through Slovin's formula with a 5% margin of error, producing a required sample of 238 participants, consisting of 139 students from SMAN 1 Ciledug and 99 students from SMAN 1 Pabedilan. This sampling approach enhances the representativeness of the sample and reduces potential bias.

This study examined three primary variables. The independent variable (X) was Engagement with TikTok English-learning Creators, defined as the extent to which students watch, follow, interact with, and practice using content produced by educational TikTok creators. This variable included indicators such as frequency of viewing instructional videos, number of creators followed, engagement with speaking challenges, participation in duet or stitch activities, and perceived usefulness of the content for English improvement. The first dependent variable (Y1) was Speaking Skill, which referred to students' ability to express ideas verbally using accurate pronunciation, grammar, and vocabulary, as well as their fluency and comprehension. The second dependent variable (Y2) was Self-Confidence in Speaking, defined as students' belief in their ability to speak English without experiencing excessive anxiety or hesitation. All variables were measured using a five-point Likert scale, ranging from 1 (strongly disagree/never) to 5 (strongly agree/very frequently).

Data collection was carried out through three complementary methods: observation, questionnaire distribution, and speaking performance tests. Observation was initially conducted to identify and confirm schools that had adopted TikTok-based English learning activities. This observation was non-participatory, meaning the researcher did not intervene in classroom practices but only observed school activities and teacher strategies. These observations ensured that both schools met the inclusion criteria required for the study.

The primary instrument of data collection was a structured questionnaire designed by the researcher. The questionnaire consisted of three sections. The first section collected demographic information such as age, gender, and frequency of TikTok use. The second section contained statements related to speaking skills, such as students' perceived fluency, vocabulary recall, and pronunciation confidence after engaging with TikTok learning content. The third section included statements assessing students' self-confidence when speaking English, for example, comfort when speaking in front of others or decreased anxiety after using TikTok learning resources. The questionnaire items followed a five-point Likert scale format. Before its final administration, the instrument underwent a pilot test involving 30 students from a different school to ensure clarity, coherence, and reliability. Items showing low reliability or ambiguous wording were revised or removed.

To complement the questionnaire, a speaking performance test was administered to evaluate students' actual speaking ability. Each participant completed a short English dialogue task with a partner. The task required students to respond spontaneously to everyday topics such as daily routines, school activities, or personal preferences. To maintain consistency with the theme of the study, the dialogue task was recorded using the TikTok application, although the recordings were not posted online and were used strictly for research analysis. Speaking performance was scored using Harris's (1996) criteria, which include pronunciation, grammar, vocabulary, fluency, and comprehension. This dual data collection strategy self-reported data from questionnaires and performance-based data from speaking tests was implemented to strengthen the validity of the research findings.

All data obtained in this study were primary data derived from direct student responses and performance assessments. Once collected, the questionnaire responses were coded numerically and entered into statistical software for analysis. Descriptive statistics were employed to summarize demographic information, mean scores, and standard deviations for each variable. Before testing the hypotheses, the internal consistency of the questionnaire was examined using Cronbach's Alpha. Values above 0.70 were considered acceptable and

indicated satisfactory reliability. Additionally, to ensure the suitability of parametric statistical tests, normality and linearity tests were conducted.

To determine the relationship between the independent and dependent variables, two statistical techniques correlation analysis and multiple linear regression were applied. Correlation analysis was used to measure the strength and direction of the relationships between TikTok engagement, speaking skill, and self-confidence. Multiple linear regression analysis was then employed to investigate the extent to which engagement with TikTok learning creators could predict students' speaking skills and self-confidence. A significance level of 0.05 was applied in all statistical tests, and results were interpreted based on p-values and standardized coefficients. IBM SPSS Statistics version 26 was used to perform all inferential analyses, while Microsoft Excel 2021 assisted with data entry, preliminary calculations, and visualization.

RESULT AND DISCUSSION

A. Research Results

This study was conducted to investigate how social media—particularly TikTok—can influence students' learning outcomes in English as a Foreign Language (EFL) classrooms. In the digital era, students are constantly exposed to online platforms that shape their communication habits, creativity, and confidence. TikTok, as one of the most widely used platforms among young learners, provides opportunities to create and share short videos that combine entertainment and education. Many students use TikTok to practice pronunciation, learn new vocabulary, and observe authentic English expressions. Considering this growing trend, the present study aimed to examine the effect of TikTok Content Creators (X) on students' speaking skills (Y1) and self-confidence (Y2) among eleventh-grade students at SMAN 1 Ciledug and SMAN 1 Pabedilan in Cirebon Regency. A total of 238 respondents participated in this quantitative study. Data were analyzed using descriptive statistics, simple linear regression, and multivariate analysis with SPSS 26 to determine the relationships and contribution levels among the variables.

Before conducting further data analysis, the researcher first carried out validity and reliability tests on the research instruments to ensure that the tools used were appropriate and trustworthy in measuring the studied variables. The validity test aimed to determine the extent to which the questionnaire items and speaking test accurately measured what they were

intended to measure, while the reliability test was used to assess the level of consistency or stability of the instrument's results when applied under similar conditions.

Table 1. Validity the Test Result Table (Questionnaire)

No. Item	r table	r count Pearson Correlation	Result
1	.000	.840	Valid
2	.000	.756	Valid
3	.000	.822	Valid
4	.000	.778	Valid
5	.000	.786	Valid
6	.003	.503	Valid
7	.000	.797	Valid
8	.000	.712	Valid
9	.000	.694	Valid
10	.002	.572	Valid
11	.000	.629	Valid

Source: SPSS Statistic 26 Version, 2025

According to table 3.3, When the r-count is greater than the r-table value, an item is classified as legitimate based on the validity test findings processed with SPSS version 26. As a result, all 15 questionnaire items are classified as valid.

Table 2. Validity the Test Result Table (Speaking Test)

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.731
Bartlett's Test of Sphericity	Approx. Chi-Square	57.079
	df	10
	Sig.	.000

Table 2 presents the validity results for the speaking test, where the Kaiser-Meyer-Olkin (KMO) value was 0.731, indicating that the sample was adequate for factor analysis. The Bartlett’s Test of Sphericity produced a chi-square value of 57.079, with $df = 10$ and $Sig. = 0.000$, which is less than 0.05. Therefore, the null hypothesis (H_0) was rejected, meaning that the correlation matrix was appropriate for analysis. These results indicate that the speaking test items were valid and the data suitable for further statistical testing.

Table 3. Guidelines for Interpreting Reliability Coefficients

Reliability	Classification
$\geq 0,90$	Very High
0,70 – 0,89	High
0,60 – 0,69	Fairly High
0,50 – 0,59	Low
$< 0,05$	Very Low

Sugiyono (2017) in Rika (2022)

Table 4. The result of reliability test (Speaking Test Score)

Reliability Statistics	
Cronbach's Alpha	N of Items
.773	5

The reliability test was conducted to measure the consistency of the instruments using Cronbach’s Alpha. According to the reliability classification by (Sugiyono, 2017) in (Rika, 2022), reliability values between 0.60–0.69 indicate fairly high reliability and are considered acceptable. Based on the test results, the reliability coefficients were 0.650 for Variable X (TikTok Creator), 0.611 for Variable Y1 (Speaking Skill), and 0.650 for Variable Y2 (Self-Confidence). These values confirm that the instruments were reliable and consistent for use in this research. For the speaking test, the Cronbach’s Alpha coefficient was 0.773 for five items, indicating high reliability, which means the scoring of pronunciation, grammar, vocabulary, fluency, and comprehension was consistent across participants.

After establishing that all study instruments met the validity and reliability standards, the questionnaire and speaking test data were analyzed. This stage included descriptive and inferential analysis, both of which sought to interpret the data methodically. The descriptive

analysis was used to describe the overall features of each variable, such as its mean, standard deviation, and data distribution. Meanwhile, inferential analysis was used to test the research hypotheses and determine the effect of the independent variable (TikTok Content Creator) on the dependent variables (Speaking Skill and Self-Confidence) using various statistical tests such as normality, linearity, regression, and multivariate analysis.

Descriptive statistics showed that TikTok Creator (X) had a mean of 15.27 (SD = 3.805), Speaking Skill (Y1) had a mean of 14.59 (SD = 3.108), and Self-Confidence (Y2) had a mean of 14.31 (SD = 2.870). These results indicate that most students were moderately active TikTok users, had fair speaking skills, and possessed moderate levels of confidence. The histogram results for all variables showed near-normal distributions, confirming the suitability of the data for regression analysis.

Table 1: Summary of Research Findings

Relationship Tested	R	R ² (%)	t/F Value	Sig. (p)	Interpretation
TikTok Creator Speaking Skill (Y1)	.477	22.7	t = 8.328	.000	Significant positive effect
TikTok Creator Self-Confidence (Y2)	.551	30.4	t = 10.142	.000	Significant positive effect
Multivariate (X Y1 & Y2)	—	27.2–36.1	F = 4.037– 6.118	.000	Significant simultaneous effect

Source: SPSS 26 Analysis, 2025

The normality test showed significance values of $0.070 > 0.05$ ($X \rightarrow Y1$) and $0.067 > 0.05$ ($X \rightarrow Y2$), confirming normal data distribution. The linearity test with Sig. = 0.167 and 0.440 indicated that the relationships were linear. The heteroskedasticity test showed no clear pattern, confirming homoscedasticity.

The simple linear regression analysis revealed that TikTok Creator (X) had a moderate positive effect on Speaking Skill (Y1) with $R = 0.477$, $R^2 = 0.227$, and Sig. = 0.000, meaning

that 22.7% of the variance in speaking skill was influenced by TikTok activity. Similarly, TikTok Creator (X) had a strong positive effect on Self-Confidence (Y2), with $R = 0.551$, $R^2 = 0.304$, and $\text{Sig.} = 0.000$, meaning that 30.4% of self-confidence variation was affected by TikTok engagement.

The multivariate test using Wilks' Lambda ($F = 4.037$, $\text{Sig.} = 0.000$) and Partial Eta Squared = 0.272 confirmed that TikTok activity significantly influenced both dependent variables simultaneously. The Between-Subjects Effects results showed $F = 4.822$, $\text{Sig.} = 0.000$, Partial Eta Squared = 0.308 for speaking skill and $F = 6.118$, $\text{Sig.} = 0.000$, Partial Eta Squared = 0.361 for self-confidence, meaning TikTok explained 30.8% of the variation in speaking ability and 36.1% in confidence.

Finally, the Spearman's rho correlation for the speaking exam revealed that pronunciation, grammar, vocabulary, fluency, and comprehension were all significantly associated ($\text{Sig.} = 0.000$), demonstrating that speaking ability is an integrated competency. Overall, these findings demonstrate that TikTok creators have a considerable impact on students' English-speaking skills and self-confidence, highlighting the potential of social media as an innovative instructional tool in EFL learning.

B. Discussion

The findings of this study clearly demonstrate that TikTok creators significantly influence students' speaking skills and self-confidence. The statistical analyses indicate a consistent and meaningful relationship between students' engagement with TikTok and their linguistic as well as affective development. The regression coefficient for speaking skill ($B = 0.389$; $\text{Sig.} = 0.000$) confirms a positive and statistically significant association between TikTok engagement and improvement in speaking performance. These results align with previous findings stating that speaking ability is shaped by both internal and external factors, including environment, motivation, and social interaction (Tarigan, 1990). In this context, TikTok functions as an external yet dynamic environment where students interact with authentic English input, engage in creative self-expression, and develop communication strategies that foster linguistic growth.

The significant t-value (8.328) provides strong evidence that students' speaking proficiency increases in parallel with their activity as TikTok creators. The platform's interactive and multimodal nature allows learners to observe, imitate, and practice

pronunciation, vocabulary, and sentence structures used by native or proficient English speakers. Through repetition, visual cues, and immediate feedback from peers or audiences, students gain exposure to meaningful language use. This finding supports the notion that meaningful communication and frequent exposure to language are vital to developing fluency and accuracy in speaking (Tarigan, 1990). Therefore, TikTok serves as a contextualized learning medium that situates language practice in authentic communicative scenarios rather than isolated drills.

Regarding self-confidence, the regression results ($B = 0.416$; $t = 10.142$; $\text{Sig.} = 0.000$) indicate that students' confidence grows significantly as they become more active in creating and sharing TikTok content. This supports the theory of self-efficacy, which posits that individuals' belief in their ability to perform a specific task influences their motivation, emotional resilience, and actual performance (Bandura, 1997). Students who consistently produce TikTok videos gain self-recognition and positive reinforcement from their audiences, which gradually reduces their anxiety and fear of speaking publicly. The repeated experience of recording, editing, and performing in front of a virtual audience contributes to emotional desensitization toward performance anxiety. Consequently, their self-confidence to communicate in English improves both in digital and real-world contexts.

Furthermore, the multivariate analysis provides additional support for these relationships. The Wilks' Lambda test ($\text{Sig.} = 0.000$) confirmed that TikTok creators have a significant simultaneous effect on both dependent variables—speaking skill and self-confidence. The Partial Eta Squared values of .308 for speaking skill and .361 for self-confidence indicate that TikTok engagement explains about 30–36% of the variance in these outcomes, showing a moderate yet meaningful contribution. These values are consistent with the idea that in social-science research, R^2 values ranging from 10% to 50% are acceptable when independent variables demonstrate statistical significance (Ozili, 2023). Thus, the current findings verify that TikTok engagement serves as a reliable predictor of improvement in both linguistic competence and affective disposition.

The correlation analysis further reinforces the interrelated nature of speaking skills. The results showed that pronunciation, grammar, vocabulary, fluency, and comprehension are all strongly correlated (Sig. = 0.000). This confirms that speaking is a holistic and integrated ability; learners who excel in one component are likely to perform well in others. The strong internal consistency among these aspects implies that TikTok-based activities promote improvement across multiple dimensions simultaneously. For instance, when students rehearse and record English content, they enhance vocabulary, pronunciation, and fluency together, reflecting the natural integration of linguistic skills.

The results of the speaking test also reveal that most students fall into the good and very good categories (55.7%), reflecting solid mastery of pronunciation, fluency, and vocabulary. Only a smaller portion of students (44.3%) remain in the fair to poor categories, indicating that the majority benefitted from exposure and practice through TikTok content creation. These empirical data emphasize that social-media-based learning can complement formal English instruction, helping students apply classroom knowledge to authentic, real-world contexts.

The improvement in both speaking ability and confidence highlights the reciprocal relationship between linguistic competence and self-belief. Confidence encourages persistence and risk-taking, both of which are essential for communicative fluency (Bandura, 1997). Similarly, when learners experience success in expressing ideas in English on TikTok, their sense of accomplishment reinforces motivation and reduces fear of making mistakes. The platform's interactive features—likes, comments, and shares—also provide social validation that enhances emotional growth and self-esteem. Students who receive positive feedback from their peers or audience gain greater courage to express themselves, resonating with the idea that environment and interaction influence speaking performance (Tarigan, 1990).

As a result, TikTok serves as both a language medium and an emotive catalyst, boosting students' self-esteem through true social involvement. These findings also point to a pedagogical shift: teachers might use TikTok as an innovative teaching tool to promote both communication skills and self-confidence. Assigning pupils to create short English movies or dialogues might help them practice speaking outside of the classroom. The combination of self-reflection (via recording) and peer criticism improves speech correctness and fluency.

Finally, the regression model's significance (Sig. = 0.000) confirms that TikTok creators' activities consistently enhance both speaking ability and self-confidence. The simultaneous test supports the idea that exposure to creative content production strengthens

language output and confidence, validating the concept of learning by doing. Hence, the use of TikTok aligns with communicative language teaching principles that emphasize real-life interaction and learner autonomy.

In conclusion, this study experimentally shows that TikTok producers have a large and favorable impact on students' speaking skills and self-confidence, both individually and simultaneously. Previous research has highlighted the impact of environmental factors on speaking development (Tarigan, 1990), the importance of self-efficacy in determining confidence (Bandura, 1997), and the appropriateness of moderate R^2 values in behavioral research (Ozili, 2023). As a result, incorporating TikTok into English learning could be a great method for motivating students, improving oral performance, and cultivating communicative confidence. By introducing TikTok into pedagogical practice, English teachers can create an engaging and interactive atmosphere where students are encouraged to speak freely, receive constructive feedback, and acquire language competence as well as emotional resiliency. As a result, TikTok creator-based learning can be a successful medium for enhancing high-school students' speaking fluency and confidence, lending credence to the notion that current social media can serve as an educational instrument for language empowerment.

CONCLUSION

This study successfully achieved its main objective of examining how interaction with TikTok creators influences students' speaking skills and self-confidence in learning English. The research findings clearly demonstrate that TikTok has a significant positive effect on both aspects. Based on regression analysis, the TikTok variable showed a strong correlation with students' speaking ability ($R = 0.477$, $R^2 = 0.227$, Sig. 0.000) and self-confidence ($R = 0.551$, $R^2 = 0.304$, Sig. 0.000). These results indicate that the more frequently and actively students engage with TikTok creators, the greater their improvement in English-speaking proficiency and confidence. A regression coefficient of 0.389 for speaking skills and 0.416 for self-confidence further confirms that TikTok exposure enhances both abilities significantly. The

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multivariate test also showed a meaningful combined effect, proving that TikTok creators contribute substantially to language development and confidence building.

In addition to questionnaire data, a speaking test evaluating vocabulary, grammar, pronunciation, comprehension, and fluency supported these findings. The correlation analysis among these components revealed a significant interrelation (Sig. 0.000), indicating that improvement in one area positively affects others. This supports the idea that speaking is an integrated skill developed through interactive practice. TikTok, as an informal learning platform, provides students with real opportunities to communicate, imitate, and create English content in an enjoyable and authentic context.

Therefore, the study concludes that TikTok is not merely a social entertainment platform but can serve as an effective supplementary learning tool. It fosters both linguistic competence and confidence, making English learning more dynamic, creative, and relevant to students' digital lifestyles.

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