

**THE PEDAGOGICAL POTENTIAL OF ENGLISH-LANGUAGE TIKTOK
CONTENT FOR STUDENTS' SELF CONFIDENCE AND
SPEAKING ABILITY: A SURVEY STUDY**

THESIS

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In Partial Fulfillment of the Requirements

For the Degree of *Magister* of English Language Education



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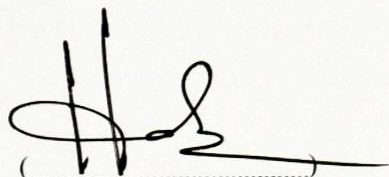
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**THE PEDAGOGICAL POTENTIAL OF ENGLISH-LANGUAGE TIKTOK
CONTENT FOR STUDENTS' SELF CONFIDENCE AND SPEAKING
ABILITY: A SURVEY STUDY**

A Thesis


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This is to certify that this thesis entitled THE PEDAGOGICAL POTENTIAL OF ENGLISH-LANGUAGE TIKTOK CONTENT FOR STUDENTS' SELF CONFIDENCE AND SPEAKING ABILITY: A SURVEY STUDY has been examined and approved by the Board of Examiners as the requirements for the degree of *Magister* in English Language Education.

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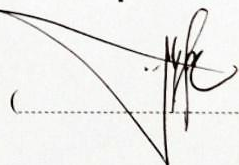
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(QS. Al Baqarah:286)

اللَّهُمَّ صَلِّ عَلَى سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِ سَيِّدِنَا مُحَمَّدٍ

“Ya Allah berikanlah rahmat kepada junjungan kita Nabi Muhammad dan atas keluarga junjungan kita Nabi Muhammad”.

DEDICATION

First of all, I would like to say the grateful to Allah SWT who always give me His bounties and blessings, so I can finish my thesis

Secondly, shalawat and salam always be given to our Prophet Muhammad SAW who has guide us from the darkness to the lightness

I would like to dedicate this thesis to:

1. My beloved Mom; Mrs. Sunariyah, a strong and patient woman, who always give the best for her daughter and never stop praying for my success. My beloved Dad; Mr. Yudo Setyo Budhi, who always work hard and give the best motivation for my life.
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ABSTRACT

Budhi, Dita Farisa Setyo. 2025. *The Pedagogical Potential of English-Language Tiktok Content for Students' Self-Confidence and Speaking Ability: A Survey Study.* Thesis, Department of English Language Education, Postgraduate, State Islamic University of Kediri. Advisors: (I) Prof. Dr. Fathor Rasyid, M.Pd., (II). Dr. Ary Setya Budhi Ningrum, M.Pd

Keyword : *TikTok, self-confidence, speaking ability, English learning*

This study investigates the pedagogical potential of English-language TikTok content in enhancing students' self-confidence and speaking ability. Many students, particularly in their early semesters, face significant challenges in speaking English due to limited exposure, anxiety, and lack of self-assurance. As speaking is a critical component of language competence, innovative methods are necessary to support students in developing this skill. TikTok, as a widely used social media platform, provides accessible English-language content that is authentic, relatable, and engaging. Through short videos, learners can observe natural language use, gain exposure to native-like pronunciation, and absorb new vocabulary and expressions in context.

Using a survey study, this research collected data from 147 English Literature and English Education students in their first and second semesters. Quantitative data were gathered through close-ended questionnaires, while qualitative insights were obtained from open-ended responses.

The findings indicate that TikTok content positively influences both self-confidence and speaking performance. Students reported reduced anxiety, increased motivation, and greater comfort in speaking English after engaging with TikTok videos. Many students also acknowledged using TikTok as a learning resource to prepare for presentations, enhance pronunciation, and generate speaking ideas.

Overall, the study concludes that English-language TikTok content can serve as an effective informal learning tool that complements formal classroom instruction. It encourages students to practice speaking consistently and confidently in low-pressure environments. The results highlight the importance of integrating relatable digital content into language learning practices, especially for beginner-level students. Educators, learners, and content creators are encouraged to consider the educational value of social media as part of modern language pedagogy. This study also opens avenues for future research on the role of digital platforms in second language acquisition.

ABSTRAK

Budhi, Dita Farisa Setyo. 2025. Potensi Pedagogis Konten TikTok Berbahasa Inggris terhadap Kepercayaan Diri dan Kemampuan Berbicara Mahasiswa: Studi Survei. Tesis, Program Studi Pendidikan Bahasa Inggris, Pascasarjana, Universitas Islam Negeri Kediri. Pembimbing: (I) Prof. Dr. Fathor Rasyid, M.Pd., (II) Dr. Ary Setya Budhi Ningrum, M.Pd.

Kata Kunci: *TikTok, kepercayaan diri, kemampuan berbicara, pembelajaran bahasa Inggris.*

Penelitian ini mengkaji potensi pedagogis dari konten TikTok berbahasa Inggris dalam meningkatkan kepercayaan diri dan kemampuan berbicara mahasiswa. Banyak mahasiswa, khususnya di semester awal, mengalami kesulitan berbicara dalam bahasa Inggris karena keterbatasan paparan, kecemasan, dan kurangnya rasa percaya diri. Mengingat keterampilan berbicara merupakan komponen penting dalam kompetensi berbahasa, diperlukan metode inovatif untuk mendukung pengembangan keterampilan ini. TikTok, sebagai platform media sosial yang banyak digunakan, menyediakan konten berbahasa Inggris yang autentik, relevan, dan menarik. Melalui video pendek, pembelajar dapat mengamati penggunaan bahasa secara alami, mendapatkan paparan pelafalan yang mendekati penutur asli, serta menyerap kosakata dan ekspresi baru dalam konteks yang nyata.

Dengan menggunakan studi survei, penelitian ini mengumpulkan data dari 147 mahasiswa Sastra Inggris dan Pendidikan Bahasa Inggris pada semester pertama dan kedua. Data kuantitatif diperoleh melalui angket tertutup, sedangkan wawasan kualitatif diperoleh dari tanggapan terbuka.

Temuan menunjukkan bahwa konten TikTok berpengaruh positif terhadap kepercayaan diri dan performa berbicara. Mahasiswa melaporkan berkurangnya kecemasan, meningkatnya motivasi, serta rasa nyaman yang lebih besar saat berbicara dalam bahasa Inggris setelah terpapar video TikTok. Banyak dari mereka juga mengakui bahwa TikTok digunakan sebagai sumber belajar untuk persiapan presentasi, peningkatan pelafalan, dan pencarian ide berbicara.

Secara keseluruhan, penelitian ini menyimpulkan bahwa konten TikTok berbahasa Inggris dapat menjadi alat pembelajaran informal yang efektif untuk melengkapi pembelajaran di kelas. TikTok mendorong mahasiswa untuk berlatih berbicara secara konsisten dan percaya diri dalam lingkungan yang tidak menekan. Hasil ini menyoroti pentingnya integrasi konten digital yang relevan dalam praktik pembelajaran bahasa, terutama bagi mahasiswa pemula. Penelitian ini juga membuka peluang untuk kajian lebih lanjut tentang peran platform digital dalam perolehan bahasa kedua.

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