

CHAPTER I INTRODUCTION

This chapter presents the background of the study, research problems, purpose of the study, basic assumption, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of the Study

Speaking is quite difficult if students do not practice their speaking skills, even gradually. Speaking creates, exchanges, and transmits thoughts, feelings, and intentions. Speaking is the productive oral or aural ability that comprises methodically making verbal utterances to convey meaning¹. In the form of talking, discussing, expressing ideas, telling stories, and other language functions; it aids pupils in developing their grammar and vocabulary. Speaking was described as an interactive process of meaning, including the production, reception, and processing of information. Hence, speaking is the best way to express ideas, thoughts, and meaning verbally². Speaking is regarded as one of the essential English language abilities. However, many students need help speaking in front of the class. Speaking is one of the most challenging abilities for students to master.³ The students sometimes feel stressed, frightened, or anxious while speaking the target language and claim to have a mental barrier to learning. Many students, particularly those in Asia, are quiet in the classroom because they find it difficult to express their ideas and answer the teacher's questions.⁴ Therefore, apart from vocabulary and grammar, the use of social media platforms also influences students' speaking abilities in front of the person they are talking to.

¹ Bailey, K. M. (2006). Issues in Teaching Speaking Skills to Adult ESOL Learners. *Review of Adult Learning and Literacy*, 6, 113–164.

² Burns, A., & Joyce, H. (1997). *Focus on Speaking*. Sydney: National Centre for English Language Teaching and Research. Macquarie University.

³ Pollard, A. (2008). *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice*. (3rd ed). New York: Continuum International Publishing Group.

⁴ Liu, M. (2005). Causes of Reticence in EFL Classrooms: A Study of Chinese University Students. *Indonesian JELT*, 1(2), 108–124.

Self-confidence in the ability to speak English is one way for students to have the courage to speak English even though there may be minor errors in terms of vocabulary and grammar. Self-confidence is an important aspect of personality in everyday life. Self-confidence really helps student in personality development especially in speaking. Therefore, self-confidence is needed in speaking so that students can develop optimally. A person who confident can complete his assignment well, feel valuable, has courage, is able to improve his performance and is satisfied with what he gets. But in this confidence makes him feel capable of being able to achieve various goals in his life. People who make optimal confidence with the advantages they have in achieving the goals that have been set as ideals.⁵ With students' self-confidence, they will quickly improve their speaking skill.

Good speaking skills will be achieved if they continue to be trained and developed. However, some students who still have difficulty speaking English because they have different backgrounds. There are students who have previously taken an English course, have never studied English at all and only got basic material from high school, there are also those who choose English as their study program automatically even though they don't want to.

There are some previous studies that support this research. The previous study focusses to investigate a correlation among TikTok used, self-confidence, and speaking ability. First, a study from Rahmawati, Syafei, and Prasetyanto entitled "Improving Speaking Skills through Tiktok Application: An Endeavour of Utilizing Social Media in Higher Education". The result shows that TikTok is a social media platform that not only entertains but also helps pupils improve their communication skills. There are four indications, including vocabulary, fluency, pronunciation, and understanding. TikTok helps them improve not only their abilities, but also their creativity, motivation,

⁵ Tunnisa, K. (2021). An Analysis of Students' Self Confidence in Speaking Skill at the Second Semester of English Language Education Study Program of FKIP UIR

and vocabulary. When students make mistakes in their speaking, they face both academic and digital outcomes⁶.

Second, a study from Sri Mujayanah, Nirwanto Maruf and Slamet Asari entitled “Exploring TikTok's Impact on Enhancing Speaking Skills in Language Learning: A Classroom Action Research”. The research shows that using TikTok significantly improved students' English speaking skills, as evidenced by higher post-test scores and increased motivation. Students also displayed a positive attitude toward TikTok, enjoying its interactive and engaging learning experience.⁷

Moreover, there is a study from Anisha Aprillia, Asti Veto Mortini and Ferri Hidayad entitled “Students' Perspectives of Utilizing English Videos on Tiktok to Improve Speaking Ability at the Eleventh Grade of State Senior High School 11 Palembang”. The findings indicated that watching English content on TikTok improves students’ speaking skills and confidence, which they then apply in daily conversations.⁸

Fourth, a study from Allo and Priawan entitled “Students' Self Confidence in Speaking Skill”. The purpose of the study was to determine whether or not describing persons helps children in the second grade at SMK Kristen Makale feel more confident while speaking. This study's findings suggested that giving individuals descriptions might boost pupils' speaking confidence. It was demonstrated by the students' mean scores on questionnaires one and two, which are 67.88 and 79.76, respectively, representing the precise and medium levels of self-confidence, and the degree of self-confidence, respectively. It indicates that after learning how to describe individuals using

⁶ Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application: an endeavour of utilizing social media in higher education. *Journal of Languages and Language Teaching*, 11(1), 137-143.

⁷ Mujayanah, S., Maruf, N., & Asari, S. (2023). Exploring Tiktok's Impact on Enhancing Speaking Skills in Language Learning: A Classroom Action Research. *JET (JOURNAL OF ENGLISH TEACHING) ADI BUANA*, 8(02), 123-136.

⁸ Aprillia, A., Mortini, A. V., & Hidayad, F. (2024). Students'perspectives Of Utilizing English Videos On Tiktok To Improve Speaking Ability At The Eleventh Grade Of State Senior High School 11 Palembang. *Esteem Journal of English Education Study Programme*, 8(1), 83-93.

specific examples, the students have raised their degree of self-confidence in the medium.⁹

Fifth, a study from İsmail GÜRLER entitled “Correlation Between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students”. The study revealed a noteworthy association between speaking proficiency and self-assurance, with a significance level of .01. Speaking accomplishments, therefore, show notable departmental disparities but not gender differences. There are notable variations in self-confidence levels based on gender, but not on department.¹⁰

Sixth, a study from Hidayatul Hanjariyah entitled “TikTok as a Source of English Language Content – Perceived Impacts on Students’ Competence: Views from Indonesia” revealed that English-language content shared through TikTok has a significantly positive influence on students’ English competence. The platform is perceived by students as attractive, effective, motivating, and relevant to their learning needs. The study highlighted that TikTok helps improve learners’ vocabulary, pronunciation, and speaking skills in a way that is both enjoyable and easily accessible. These findings suggest that the informal and engaging nature of TikTok supports meaningful language acquisition outside of traditional classroom settings.

Departing from this case, the researcher aims to investigate students’ perceptions of TikTok in relation to their self-confidence and speaking ability, with the goal of understanding how this popular digital platform can be effectively utilized to support language learning. To address this objective, the present study is entitled “THE PEDAGOGICAL POTENTIAL OF ENGLISH-LANGUAGE TIKTOK CONTENT FOR STUDENTS’ SELF CONFIDENCE AND SPEAKING ABILITY: A SURVEY STUDY”, reflecting its focus on exploring both the qualitative and quantitative aspects of TikTok’s influence

⁹ Allo, M. D., & Priawan. (2019). Students’ self-confidence in speaking skill. *Jurnal Studi Guru dan Pembelajaran*,

¹⁰ Gurler, I. (2015). Correlation between self-confidence and speaking skill of English language teaching and English language and literature preparatory students. *Current Research in Social Sciences*

on students' speaking abilities and their confidence in using English in real-life communication.

B. Research Question

Based on the background of study above, the research question is formulated as follows:

1. To what extent does the English-Language Tiktok Content contribution to students' self-confidence?
2. What are students' perception of English-Language Tiktok Content on improving their self-confidence?
3. To what extent does the English-Language Tiktok Content contribution to students' speaking ability?
4. What are students' perception of English-Language Tiktok Content on improving their speaking ability?

C. Research Objective

In accordance to the following research question, this research attempts to achieve the objective of the study, namely :

1. To find out the extent to which English-language TikTok content contributes to students' self-confidence in using English.
2. To identify students' perceptions of how English-language TikTok content improves their self-confidence.
3. To find out the extent to which English-language TikTok content contributes to students' speaking ability.
4. To gain insight into students' perceptions of the role of English-language TikTok content in improving their speaking ability.

D. The Significance of Study

a. Students

This research provides students with a reference to understand how English-language content on digital platforms like TikTok can support their

learning process. It helps students become more aware of alternative, informal methods to improve their speaking confidence and language exposure beyond the classroom. The study may also encourage learners to engage with English content more purposefully and independently.

b. Lecturers

This study offers lecturers a new perspective on students' learning habits and the possible integration of social media content into language teaching. It may serve as a reference for designing more relatable and engaging instructional approaches that align with students' digital behavior. Lecturers can also use the insights to support more learner-centered and media-enhanced teaching strategies.

c. English-Language TikTok Creators

This research serves as a reference for English-language content creators on TikTok who aim to support language learners. It highlights the educational value of their content and encourages them to produce more well-designed, accurate, and engaging materials. By doing so, they can contribute more effectively to the learning goals of their audience.

d. Future researchers

This study provides a foundation for further exploration into the relationship between social media use and language learning. It offers a framework that future researchers can adapt or expand in studying different platforms, skills, or learner demographics. It may also inspire investigations into the pedagogical potential of digital tools in various educational settings.

E. Scope and Limitation of Study

Based on the problem identification, this research is framed within the following scope and limitations. The study focuses on students of English Literature and English Education in their 1st and 2nd semesters, particularly those who consider speaking as a central aspect of their classroom learning. The main object of this research is students who engage with English-language

TikTok content. This study specifically explores students' English performance by focusing on two key areas: self-confidence and speaking ability as influenced by exposure to English-language TikTok content. To obtain the necessary data, the researcher uses questionnaires as the primary research instrument with 4 Likert scales : strongly agree, agree, disagree, strongly disagree

F. Definition of Key Terms

a. Pedagogical Potential

Pedagogical potential refers to the capacity or usefulness of a tool, method, or resource to support and enhance teaching and learning outcomes. In this study, it specifically relates to how English-language TikTok content can be used to facilitate students' language development, particularly in building their self-confidence and improving their speaking skills.¹¹

b. English-Language TikTok Content

This term refers to videos on the TikTok platform that are primarily delivered in English and are consumed by users for entertainment, education, or both. In the context of this study, it includes spoken English content that is frequently encountered by learners and that provides authentic input for language exposure, vocabulary acquisition, and pronunciation practice. Such content typically features everyday expressions and casual conversations, making it relatable and accessible to language learners.¹²

c. Self Confidence

Self-confidence in this study refers to a student's belief in their own ability to perform English-speaking tasks successfully, both in and out of

¹¹ Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.

¹² Wang, Y., & Zeng, M. (2022). The Impact of Short Video Platforms on Language Learning: A Case Study of TikTok. *International Journal of Emerging Technologies in Learning (iJET)*, 17(4), 98–106.

the classroom. It includes their willingness to speak, respond, and express themselves in English without excessive fear of judgment or making mistakes.¹³

d. Speaking Ability

Speaking ability refers to the learner's competence in orally expressing thoughts, ideas, and responses using appropriate pronunciation, vocabulary, grammar, and fluency. In this study, speaking ability is observed in relation to the students' engagement with English-language TikTok content and their performance in spoken English tasks.¹⁴

¹³ Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. W. H. Freeman and Company.

¹⁴ Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*. Routledge.