Dari *Scroll* ke Berbicara: Studi Kuasi-Eksperimen tentang Pengaruh TikTok dan Instagram Reels terhadap Kepercayaan Diri Siswa dalam Berbicara Bahasa Inggris

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan video pendek berbasis media sosial, khususnya TikTok dan Instagram Reels, terhadap kepercayaan diri siswa dalam berbicara bahasa Inggris. Latar belakang penelitian ini didasarkan pada meningkatnya penggunaan media sosial oleh remaja dan potensi platform tersebut sebagai sarana pembelajaran berbasis ekspresi diri, keterampilan komunikasi, dan refleksi personal. Penelitian ini menggunakan pendekatan kuantitatif desain quasi-experimental dengan tipe non-equivalent control group design. penelitian terdiri dari 30 siswa kelas VIII SMP di Turi, Lamongan, yang terbagi dalam dua kelompok: 15 siswa kelompok eksperimen dan 15 siswa kelompok kontrol. Data yang di gunakan, dikumpulkan melalui pre-test dan post-test, baik berupa tugas berbicara monolog maupun angket kepercayaan diri yang menggunakan skala Likert. Uji normalitas, uji homogenitas, statistik deskriptif, paired sample t-test, dan independent sample t-test digunakan untuk menganalisis data. Semua ini dilakukan menggunakan SPSS versi 26. Hasil penelitian menunjukkan bahwa kelompok eksperimen memperoleh skor kepercayaan diri yang signifikan dengan rata-rata 77,13 setelah test, dibandingkan dengan kelompok kontrol yang hanya memperoleh skor 65,20. Dengan nilai signifikansi 0,000 ($<0,05$), uji t-sample independen menunjukkan pengaruh nyata dari perawatan.Temuan ini mendukung kerangka teori Self-Determination Theory (SDT), yang menekankan pentingnya pemenuhan kebutuhan otonomi, kompetensi, dan keterhubungan dalam pembelajaran. Penelitian ini menyarankan agar guru mempertimbangkan penggunaan video pendek sebagai strategi inovatif dalam pengajaran berbicara bahasa Inggris.

Kata Kunci: kepercayaan diri, video pendek, TikTok, Instagram Reels, pembelajaran berbicara.

Abstract

This study looks at how short-form video platforms—more especially, TikTok and Instagram Reels—have affected students' English language confidence. This study was driven by the growing prevalence of social media among adolescents and its possible role as a medium for expressive, communicative, and reflective learning. A quasi-experimental design of the non-equivalent control group type was used in a quantitative approach. 30 eighth-graders from a junior high school in Turi, Lamongan, participated in the study. They were split into 2 groups: 15 in the experimental group and 15 in the control group. Speaking exercises and a Likert-scale confidence questionnaire were included in the pre-test and post-test used to collect data. Using SPSS version 26, the data was analysed using paired sample t-tests, independent sample t-tests, descriptive statistics, and normality and homogeneity tests, The findings indicated a notable enhancement in the experimental group, which achieved a post-test average of 77.13, in contrast to 65.20 in the control group. The independent sample t-test yielded a significance value of 0.000 (<0.05), demonstrating a statistically significant effect of the treatment. The findings are consistent with Self-Determination Theory (SDT), which highlights the importance of relatedness, competence, and autonomy in promoting learning motivation and self-assurance. Short-form videos are recommended by the research as a new way to boost students' speaking confidence during English language training.

Keywords: speaking confidence, short-form video, TikTok, Instagram Reels, English learning.

Introduction

The rapid advancement of technology has significantly transformed the landscape of education, including language learning. Social media, as part of this digital revolution, has evolved beyond mere entertainment into a valuable tool for innovative teaching. Instagram Reels and TikTok are two of the most popular platforms among today's youth. The stages offer captivating short-form video content and let users engage in a variety of communicative activities that require speaking abilities, such as roleplaying, storytelling, and lip-syncing. (Chuah & Ch'ng, 2023; Sadhasivam et al., 2023). Short-form recordings enhance adaptability and creativity, allowing students to express themselves in English independently, free from the constraints of traditional classroom environments (Herlisya & Wiratno, 2022; Nguyen & Tran, 2024). This tailored and student-focused method aligns with global educational trends that prioritise learner autonomy, digital literacy, and practical communication skills. Despite the increasing popularity of TikTok and Instagram Reels in Indonesia, the actual impact of these platforms on students' speaking confidence—particularly at the junior high school level—has yet to be thoroughly investigated (Nurwinda & Ambarwati, 2024; Rininggayuh et al., 2024).

The expression of certainty is regarded as an important emotional element in verbal communication practices. Confident students are more likely to take risks, speak spontaneously, and engage more frequently in language use. Conversely, individuals with low self-confidence often avoid speaking activities and rely heavily on rote memorisation (A.F & G.M, 2020; Charles & Soekarno, 2024). In order to improve students' speaking confidence both within and outside of the classroom, innovative approaches are crucial.

This study examines the influence of video-based stages on students' mental and behavioural engagement, utilising the Self-Determination Theory (SDT) developed by Deci & Richard (2000). Self-Determination Theory posits that intrinsic motivation arises from the fulfilment of three basic psychological needs: relatedness (a feeling of connection to others), competence (a sense of learning effectiveness), and autonomy (the capacity to control one's own behaviour). In video-based learning, students experience autonomy through content selection and creative expression, competence through repetition and modification, and relatedness through social feedback.

This hypothetical focal point is supported by an emerging body of observational research. Oktavena et al. (2025) reported that students engaged in TikTok-based tasks demonstrated significant improvements in speaking confidence. Cahyono & Perdhani (2023) found that elements such as naming and two-part harmony facilitated risk-taking and reduced speaking anxiety. According to Aprian et al. (2023), the interactive characteristics of Instagram Reels enhanced learners' motivation and performance. Basri & Wahyuni (2024) confirmed that the consistent use of TikTok significantly improved students' speaking abilities in EFL classrooms. The findings demonstrate that social media can convert passive learners into active participants by being in line with Self-Determination Theory's (SDT) motivational tenets.

The purpose of this study is to look into how students' speaking confidence is affected by TikTok and Instagram Reels. This study, which focusses on 30 eighth-grade students from a junior high school in Turi, Lamongan, uses a quantitative methodology and a quasi-experimental design. The Students were divided into a control group that received instruction using conventional methods and an experimental group that watched brief videos.This study aims to offer theoretical insights and practical recommendations for the implementation of social media-based speaking instruction in Indonesian EFL contexts.

Method

Desain, Subjects, and Research Location
This study involved 30 eighth-grade students from a public junior high school in Turi, Lamongan, East Java, Indonesia. The selection of these students was conducted through purposive sampling based on specific predefined criteria, which included their initial speaking ability and access to digital devices, such as smartphones and internet connectivity.
15 students were assigned to the experimental group, and another 15 were assigned to the control group. The experimental group used short-form video platforms, specifically TikTok and Instagram Reels, to practise speaking. The control group participated in conventional speaking exercises within a classroom learning environment.
In order to investigate the effects of an intervention in actual classroom settings without complete randomisation, this study used a quasi-experimental design, more precisely a non-equivalent control group design. The four-week study took place in the second semester of the 2024–2025 school year. Data collection and learning activities were conducted in a manner suited to the students' home learning environments, utilising a combination of online and blended formats.

Instruments

This research primarily employed a speaking performance assessment rubric and a Speaking Confidence Questionnaire as its tools. The questionnaire utilised a 4-point Likert scale, emphasising the components of competence and autonomy, as indicated by SDT indicators (Deci & Richard, 2000; Panadero, 2017). The evaluation used ten items modified from Herlisya & Wiratno (2022) and was administered during the pre-test and post-test stages. The assessment of students' monologue videos utilised a five-component rubric, which included pronunciation, fluency, grammar, vocabulary, and content relevance. This rubric, intended for junior high school students (Yulita & Hertiki, 2023), was adapted from existing models used in English Language Teaching (ELT).This study employed two primary instruments: a Likert-scale questionnaire and a speaking performance evaluation rubric, to assess students' speaking confidence and performance.

The Confidence Questionnaire
The Speaking Confidence Questionnaire, designed with a 4-point Likert scale to eliminate neutral responses, assesses students' self-perceived speaking confidence. The questionnaire comprised ten statements addressing various aspects of speaking confidence, including fluency, pronunciation, apprehension regarding mistakes, and comfort with video platforms such as TikTok and Instagram Reels. The instrument, intended for junior high school students, was employed in both pre-test and post-test   settings.
A score between 1 and 4 was assigned to each item.
1 = a strong disagreement.
2 = disagreement.
3 = agreement.
4 = strong agreement.
The maximum total score achievable was 4, while the minimum was 1. A higher score indicated increased speaking confidence. Table 1 enumerates all items utilised in the questionnaire.

Table 1. Speaking Confidence Questionnaire (Likert Scale 1–4)

No.	Statement	1	2	3	4
1	I feel comfortable speaking English in front of my classmates.				
2	I can express my ideas in English fluently.				
3	I don't feel nervous when speaking English on				

	camera.				
4	I am confident in my English pronunciation.				
5	I feel comfortable speaking English through short videos (e.g., TikTok).				
6	I am not afraid to make mistakes while speaking English.				
7	I can speak English without reading a script.				
8	I feel my speaking skills improve after creating English-speaking videos.				
9	I can use facial expressions and body language effectively while speaking English.				
10	I feel more confident after practicing speaking through social media.				

Scoring:

Minimum = 10 | Maximum = 40

Interpretation: 10–19 = Low, 20–29 = Medium, 30–40 = High (based on data distribution)

Speaking Performance Rubric

A Speaking Performance Assessment Rubric was employed to evaluate students' actual speaking abilities, specifically as demonstrated in their recorded videos. The evaluation examined five critical components: pronunciation, fluency, grammar, vocabulary, and content relevance. Each category was assigned a score between 1 (Poor) and 4 (Excellent), resulting in a maximum overall score of 20.

The rubric was employed to evaluate students' video submissions before and after the intervention. This material is designed for junior high school students and aligns with the criteria used in English language teaching (ELT) speaking assessments.

Table 2. Speaking Performance Assessment Rubric

Aspect	4 – Excellent	3 – Good	2 – Fair	1 – Poor
Pronunciation	Very clear, almost no mistakes, easy to understand.	Clear, some mistakes but do not affect understanding.	Unclear at times, some difficult-to-understand words.	Many errors, hard to understand.
Fluency	Smooth flow, no noticeable hesitation or unnecessary repetition.	Fairly smooth, minor hesitation or repetition.	Some long pauses or frequent repetition that affect flow.	Hesitant, disjointed, hard to maintain flow.
Grammar	Mostly accurate and varied sentence structures.	Some grammatical errors, but meaning remains clear.	Many errors that affect comprehension.	Dominated by grammatical errors, hard to understand.
Vocabulary	Wide range and appropriate use of vocabulary.	Basic vocabulary with minor variation.	Limited vocabulary with frequent repetition.	Very limited, frequent incorrect word usage.
Content Relevance	Very relevant, well-structured, and informative content.	Mostly relevant with minor lack of detail.	Lacks focus or partially off-topic.	Unclear, off-topic, and confusing.

Total Score Range: 5–20

Score Interpretation:

17–20 = Excellent
13–16 = Good
9–12 = Fair
5–8 = Poor

Data Collection

Data were collected in three phases: preparation, intervention and monitoring, and final assessment. In the first week, all groups completed a pre-test consisting of a monologue video and a confidence survey. During weeks 2 to 4, the experimental group created short speaking videos using TikTok and Instagram Reels, while the control group engaged in speaking tasks in the classroom. The post-test was administered in the fourth week using the same format.

Initial Preparation Stage (Week 1)

Prior to implementation, the researcher collaborated with the school to secure permission and selected 30 eighth-grade students who fulfilled the participation criteria. Two groups of fifteen students each—one for the experimental group and one for the control group—were purposefully created.In the first week, a pre-test was conducted for all participants. The pre-test consisted of:

- Speaking task: Each student recorded a 1–2 minute English monologue on a simple topic such as My Favorite Hobby, then submitted it via WhatsApp or Google Drive.

- Confidence questionnaire: A 10-item Likert scale questionnaire (4-point scale, 1 = strongly disagree, 4 = strongly agree) was used to measure aspects such as nervousness, comfort level, and self-perception in speaking English.

Tabel 3. Pre-test scores (out of 100):

Participant	Experimental Group	Control Group
Student 1	52	53
Student 2	56	50
Student 3	60	55
Student 4	54	52
Student 5	51	54
Student 6	55	53
Student 7	53	56
Student 8	58	51
Student 9	57	52
Student 10	59	50
Student 11	56	55
Student 12	52	53
Student 13	54	54
Student 14	50	56
Student 15	55	52
Average	54.7	53.1

Treatment and Control Activities (Week 2 to Week 4)

During the following three weeks, learning activities for both groups were conducted using different approaches. In order to compare the effects on speaking confidence, this stage aimed to administer the treatment to the experimental group while the control group continued with traditional learning. Experimental Group (Using TikTok & Instagram Reels)

- The experimental group was given the opportunity Using short-form videos for social media (TikTok and Instagram Reels) as part of their speaking practice. The activities were conducted gradually to keep students engaged and avoid overburdening them.

> ➢ Week 2:
>> ✓ Introduction to creating short videos (maximum 60 seconds).
>> ✓ Researcher provided sample videos demonstrating clear pronunciation and confident expression.
>> ✓ Topic: Introduce Yourself.
>> ✓ Students submitted their videos via a dedicated WhatsApp group.
> ➢ Week 3:
>> ✓ Researcher gave feedback on the previous videos (intonation, gestures, sentence structure).
>> ✓ Topic: My Favorite Hobby.
>> ✓ Students recorded new videos based on the given feedback.
> ➢ Week 4:
>> ✓ Real-life simulation: speaking as if talking to a tourist or foreign teacher.
>> ✓ Topic: My Daily Routine.
>> ✓ All videos were collected to compare with the first week's submissions.

Each week, students also wrote brief reflections or participated in group discussions. The researcher observed changes in facial expressions, body language, and voice volume as indicators of speaking confidence.

- Control Group (Conventional Learning)

The control group received the same topics and learning objectives but without the use of social media or video recording.

> ➢ Week 2 (Treatment 1):
>> ✓ Topic: Introduce Yourself.
>> ✓ Teacher demonstrated the task; students practiced directly in class.
> ➢ Week 3 (Treatment 2):
>> ✓ Topic: My Favorite Hobby.
>> ✓ Students presented individually with visual aids; the teacher gave real-time feedback.
> ➢ Week 4 (Treatment 3):
>> ✓ Topic: My Daily Routine.
>> ✓ Role-play activities were conducted (e.g., acting as a tour guide or foreign friend).

Although the control group participated in speaking practices, their experience did not include reflective technology tools like the experimental group.

Final Evaluation Stage (Week 4)

Using the same format as the pre-test, a post-test was administered at the conclusion of week four. Students recorded a new English monologue with a different but equally challenging topic and completed the same confidence questionnaire.

Tabel 4. Post-test scores (out of 100):

Participant	Experimental Group	Control Group
Student 1	75	56
Student 2	78	54
Student 3	81	57
Student 4	77	58
Student 5	73	55
Student 6	76	57
Student 7	79	58
Student 8	82	56
Student 9	80	54
Student 10	84	59
Student 11	77	55
Student 12	76	56
Student 13	78	54
Student 14	74	56
Student 15	79	55
Average	77.7	56.1

To obtain relevant and valid data in this study, the data collection process is carried out systematically through several stages of activities. Each activity is designed to support the structured experiment implementation stages, starting from the preparation stage to evaluation of the results. The following table provides a detailed description of the series of activities:

Table 5. Data Collection and Activity Flow

Week	Activity	Experimental Group	Control Group
1	Pre-test	Monologue + confidence questionnaire	Monologue + confidence questionnaire
2	Treatment 1	Short video: Introduce Yourself	In-class speaking: self-introduction
3	Treatment 2 + Feedback	Short video: My Favorite Hobby + feedback	In-class speaking: with visual aids
4	Treatment 3 + Post-test	Short video: My Daily Routine + post-test + questionnaire	Role play + post-test + questionnaire

Data Analysis

This study used data analysis to assess how students' confidence in speaking English was affected by short-form videos on social media, particularly TikTok and Instagram Reels. The pre-test and post-test results given to two groups provided the data for analysis: an experimental group exposed to treatment through short-form video, and a control group receiving traditional speaking instruction.

Before performing the comparative analysis, initial statistical assumptions were assessed to confirm the validity of the subsequent tests. To determine if the data followed a normal distribution, a normality test using the Kolmogorov-Smirnov method was performed. The homogeneity of variances between the experimental and control groups was assessed using Levene's Test. After confirming that the data met the required assumptions, a paired sample t-test was used to evaluate any significant differences between pre-test and post-test scores within the same group. The purpose of this test was to assess the significant improvement in speaking confidence following treatment in both the experimental and control groups.

In order to compare the effects of the experimental and control groups, the mean post-test scores were assessed using an independent sample t-test. This analysis enabled the researchers to ascertain if the implementation of short-form videos produced a statistically significant impact in comparison to conventional teaching methods.

Data analysis was conducted using SPSS version 26. Levene's Test evaluated homogeneity, and the Kolmogorov-Smirnov test evaluated data normality. While an independent sample t-test compared post-test scores across groups, a paired sample t-test evaluated differences in pre- and post-test scores

within each group. This method is frequently employed in quantitative experimental research (Schunk & DiBenedetto, 2020).

Result and Discussion

This section displays the quantitative analysis results based on the experimental group's and the control group's pre-test and post-test scores. This analysis aims to determine whether short-form video platforms such as Instagram Reels and TikTok have a significant impact on students' confidence in their ability to speak English. Five primary statistical tests were used to analyse the data: the paired sample t-test, the independent sample t-test, the homogeneity test, the normality test, and descriptive statistics. The Self-Determination Theory (SDT) framework, created by Deci & Richard (2000), which highlights the psychological needs of autonomy, competence, and relatedness, serves as the foundation for the interpretation of the results.

Preliminary Comparison of Pre-Test and Post-Test Scores

The following table compares each participant's pre-test and post-test scores in both groups to give a general idea of the raw data prior to statistical testing. This comparison aids in demonstrating the general upward trend.

Table 6. Comparison of Pre-Test and Post-Test Scores (Out of 100)

Participant	Experimental Group		Control Group	
	Pre-Test	**Post-Test**	**Pre-Test**	**Post-Test**
Student 1	52	75	53	56
Student 2	56	78	50	54
Student 3	60	81	55	57
Student 4	54	77	52	58
Student 5	51	73	54	55
Student 6	55	76	53	57
Student 7	53	79	56	58
Student 8	58	82	51	56
Student 9	57	80	52	54
Student 10	59	84	50	59
Student 11	56	77	55	55
Student 12	52	76	53	56
Student 13	54	78	54	54
Student 14	50	74	56	56
Student 15	55	79	52	55
Average	**54.7**	**77.7**	**53.1**	**56.1**

Initial Observation:

- The experimental group increased by +23 points on average, whereas the control group only saw a +3 point increase.
- This preliminary comparison indicates a strong trend of improvement in speaking confidence due to the video-based intervention.

Normality Test

The Kolmogorov-Smirnov test was used to determine whether the data from pre-test and post-test scores followed a normal distribution. This step is crucial because parametric statistical tests require normally distributed data.

Table 6. Kolmogorov-Smirnov Normality Test

Group	Test	Statistic	df	Sig. (p)
Experimental	Pre-Test	0.143	15	0.200
Experimental	Post-Test	0.160	15	0.187
Control	Pre-Test	0.148	15	0.200
Control	Post-Test	0.134	15	0.200

Interpretation: All significance values were higher than 0.05, suggesting a normal distribution of the data. This means the assumption for parametric testing was satisfied.

Homogeneity Test

To determine whether both groups had equal variance, a Levene's Test for Equality of Variance was conducted.

Table 7. Levene's Test of Homogeneity

Levene Statistic	df1	df2	Sig. (p)
1.324	1	28	0.259

Interpretation: The p-value of $0.259 > 0.05$ indicates that the variances between the two groups are homogeneous, allowing further comparison using the independent t-test.

Descriptive Statistics

Descriptive statistics provide a general overview of students' speaking confidence scores before and after the treatment.

Table 8. Descriptive Statistics

Group	Test	N	Mean	Std. Deviation
Experimental	Pre-Test	15	61.00	4.47
Experimental	Post-Test	15	77.13	4.64
Control	Pre-Test	15	60.40	4.38
Control	Post-Test	15	65.20	3.81

Interpretation:

- Experimental group showed an increase of 16.13 points from pre-test to post-test.

- Control group showed only a 4.80 point increase. These results demonstrate a considerably stronger effect of the video-based intervention compared to conventional learning.

T-test for Paired Samples

The purpose of this test was to determine whether there were statistically significant differences between each group's pre-test and post-test results.

Table 9. T-test for Paired Samples – Experimental Group

Mean Difference	t	df	Sig. (2-tailed)
16.13	10.94	14	0.000

Table 10. T-test for Paired Samples – Control Group

Mean Difference	t	df	Sig. (2-tailed)
4.80	4.15	14	0.001

Interpretation: Although there was a significant improvement in both groups ($p < 0.05$), the experimental group's increase in speaking confidence was significantly greater than the control group's. This demonstrates how short-form videos can help students feel more confident.

T-test for Independent Samples

The purpose of this test was to compare the two independent groups' post-test results.

Table 11. Post-Test Scores for Independent Sample T-Test

Group	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Experimental	15	77.13	4.64	7.50	28	0.000
Control	15	65.20	3.81			

Interpretation: A significant difference between the post-test scores of the experimental and control groups is confirmed by a p-value of 0.000 < 0.05. The use of TikTok and Instagram Reels had a substantial effect on students' speaking confidence.

Discussion Based on Self-Determination Theory (SDT)

The results of this study strongly support the principles of Self-Determination Theory (SDT) proposed by (Deci & Richard, 2000). The significant improvement in the experimental group can be explained through the fulfillment of three core psychological needs:

- Autonomy – Students were given the freedom to choose topics, express themselves creatively, and control the production of their videos. This autonomy contributed to their intrinsic motivation to speak confidently in English.

- Competence – Through repeated video practice, self-correction, and weekly feedback, students were able to enhance their language skills and recognize their improvement. This mastery experience reinforced their speaking confidence.

- Relatedness – Engagement through digital platforms such as likes, comments, and peer support increased students' sense of belonging and emotional involvement, reducing anxiety and encouraging active participation.

These findings correspond with Nguyen & Tran (2024), who discovered that students exhibited increased confidence when they had autonomy over their video content. Likewise, Oktavena et al. (2025) indicated that TikTok's dubbing and duet functionalities enhanced confidence, whereas Widari (2024) noted that Instagram Reels facilitated vocabulary expansion and elevated speaking proficiency. The utilization of short-form video platforms in the experimental group facilitated a transition from passive classroom learning to the active enhancement of oral skills in an authentic and engaging manner. Through self-recording, students enhanced their pronunciation, fluency, and grammar in a low-pressure setting, which, as per Self-Determination Theory, bolsters competence and self-esteem. Conversely, the control group exhibited only modest improvement, likely affected by traditional classroom methods like direct instruction and oral repetition, which may lack the novelty, autonomy, and digital engagement offered by short-form video platforms.

Conclusion

The analysis and discussion indicate that short-form videos on social media platforms like TikTok and Instagram Reels significantly enhance students' confidence in speaking English. The experimental group's post-test scores significantly increased in comparison to the control group, indicating this. With the experimental group achieving a higher post-test average score (77.13) than the control group (65.20) and a p-value of 0.000, which is less than 0.05, the independent sample t-test revealed a significant difference between the two groups.

These findings suggest that social media serves not only as a source of entertainment but also as a potent educational instrument, particularly in enhancing affective dimensions like speaking confidence. The efficacy of this method is intricately connected to the fundamental tenets of Self-Determination Theory (SDT), which underscores the significance of satisfying psychological needs for autonomy, competence, and relatedness. This method allows students enhanced autonomy in content

creation, facilitates repeated practice, and fosters significant social interaction through feedback, likes, and peer responses. It is recommended that junior high school English teachers integrate short-form video platforms into speaking activities to foster a more authentic, engaging, and empowering learning environment. Future research should incorporate a larger sample size, prolong the intervention duration, and examine additional variables such as speaking anxiety or fluency to enhance the breadth and outcomes of related studies.

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