

Exploring The Impact of TikTok Teleprompter Challenge on English Language Learners' Confidence and Speaking Skills

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ABSTRACT

This study aims to explore the impact of the TikTok Teleprompter Reading study examines the impact of the TikTok Teleprompter Reading Challenge on the confidence and speaking abilities of English language learners. Using a qualitative case study design, data were collected through an online open-ended questionnaire from ten participants who had actively participated in reading challenges on TikTok. Six major themes emerged: Enjoyment and Engagement, Developing Confidence, Improving Speaking Skills, Difficulties Faced, Comparison with Traditional Learning, and Advice for Other Learners. The findings indicate that the short video format and scrolling text reduce psychological barriers to speaking, enhance fluency and pronunciation through repetitive practice, and build intrinsic confidence in a pressure-free environment. This research highlights how informal digital learning platforms can enhance learners' well-being and language proficiency, underscoring the powerful interplay between technology, enjoyment, and language acquisition.

Keywords: TikTok Teleprompter Challenge; English Language Learners; Confidence; Speaking Skills; Social Media Learning

INTRODUCTION

In recent years, the use of social media has increased in line with new necessities so that the use of social media is increasingly widespread, as (Harahap & Sapitri, 2024) pointed out that information and communication technology has a very important role especially in the digital age. Social media that is used is very diverse, one of which is the TikTok application which is the most famous social media application until now, especially among young people. Not only about entertainment videos, there are also videos about skill development, education, and language learning, especially the content in the TikTok application has features that are short but interesting so that many individuals choose TikTok over other applications.

TikTok, as a content-based platform provides a wide range of information (Kurniawati et al., 2023), and there is some interesting features of TikTok such as the short video format, then the interesting content. An interesting type of content, especially for language learning, is the challenge of reading English texts that talk about very diverse topics. In this reading challenge content, students are like reading using a teleprompter, this type of content asks users to deliver readings clearly and with the right intonation, so this improves reading skills and also increases student's confidences.

However, in the process, not a few language learners are facing various challenges, such as their lack of confidence in terms of vocabulary pronunciation because they find it difficult to do the right pronunciation (Khasinah et al., 2024). Fun and interactive learning must be done in order to overcome the various challenges that exist, especially traditional learning which is often considered a bit boring, which may indirectly reduce motivation in learning. Therefore, fun learning with the use of social media such as the fun and interactive TikTok application is needed.

Although it is known that TikTok has a positive impact and has likely been widely used as a platform for sharing educational content in general, and there have been a number of studies on TikTok's impact on language learning in particular, there is still a lack of research specifically addressing the genre of reading content in a teleprompter-style format. This format allows learners to simply read along with the scrolling text without needing to memorize it, while simultaneously practicing their pronunciation and fluency. Previous research has also not explored how this type of content can reduce psychological burdens such as the fear of making mistakes and embarrassment. Thus, it remains unclear to what extent this scrolling text format helps English learners improve their confidence and speaking skills.

This study aims to explore the impact of using TikTok apps in language learning, specifically related to reading challenge content on speaking skills and confidence in English language learners. Then, through this research, it aims to know the impact of this type of content as a creative and innovative learning technology and identify factors that can influence success, as well as obstacles in using the application through reading challenge content so that speaking skills are improved, so that it can provide new insights regarding the use of social media, especially the TikTok application.

LITERATURE REVIEW

TikTok Teleprompter as a Learning Tool

The TikTok teleprompter challenge is a type of reading challenge content that has gone viral on TikTok, where users practice English speaking skills by reading scripts that move across the screen, mimicking the function of a professional teleprompter. (Rahmadilla & Utari, 2025) explain that this mechanism lowers cognitive load associated with memorization, freeing up mental resources for

learners to concentrate on spoken production. The scrolling text triggers three learning processes, including mimicry where learners follow rhythm and intonation, iterative repetition where learners practice repeatedly at different difficulty levels, and visual support where text guides pronunciation without the need for memorization. (Jiang, 2017) notes that mimicry through scrolling text is effective for pronunciation practice in digital learning, while (Bozorgian & Kanani, 2017) emphasize that repetitive practice improves fluency by training language processing speed. (Lestari et al., 2025.) add that visual support reduces cognitive burden, enabling focused articulation practice. Content types are diverse including educational themes and inspirational quotes, allowing learners to choose materials that suit their preferences, which (Ryan & Deci, 2020) explain fulfills needs for autonomy and competence, strengthening intrinsic motivation. (Ouyang et al., 2024) categorize this as Informal Digital Learning of English where learners voluntarily engage through hashtags. Benefits include self-evaluation through recording, fluency practice through timed reading, and a casual learning environment where speaking to a camera reduces social pressure, as (Mariusz, 2019) found that virtual environments reduce language anxiety.

English Language Learners

English Language Learners are individuals who are trying to master English skills for social, academic, or professional purposes, whose first language is not English. (Cummins, 2017.) explains that these learners require pedagogical support to develop English proficiency because of their diverse language and cultural backgrounds. These learners face several challenges including the gap between theoretical mastery and practical skills where formal learning focuses on grammar and reading but lacks real communication practice, resulting in passive knowledge and difficulty using English orally. (Islam & Dahlan, 2024) note that this leads to lack of confidence and anxiety in real-life contexts. Another challenge is high anxiety where learners fear making mistakes and being judged, and (Huda et al., 2024.) found that fear of negative evaluation directly reduces speaking practice opportunities. There is also lack of speaking practice where exercises are often limited and overly structured, and (Sartika & Tahrin, 2022) argue that this fails to develop fluency and confidence. The role of TikTok for English learners includes providing accessibility and flexibility for independent practice, interesting learning content using English in real-life situations, and interactive features like voice recording and duets that allow self-assessment. Speaking to a private camera reduces social pressure, creating a safer practice environment for anxious learners.

Confidence in Speaking

Confidence in speaking is an individual's ability to convey messages in English efficiently rooted in belief in oneself, referring to learners' belief in their ability to use language orally including willingness to take risks and overcome mistakes. (Gregersen & Mercer, 2016) describes confidence as an emotional driver where confident learners have lower anxiety and greater participation, while low

confidence leads to reluctance in speaking. (Sumardi et al., 2013) found that higher self-confidence correlates with better speaking performance. Factors influencing confidence include previous positive speaking experiences which (Bandura, n.d.) explains build self-efficacy through mastery, comfortable learning environments (Dewaele et al., 2016) emphasize reduce anxiety, frequent practice which (EFLCafe, 2025) asserts gradually builds confidence, and internal motivation which (Ryan & Deci, 2020) explain strengthens confidence. The role of technology in confidence includes providing safe, independent practice spaces where learners are not afraid of judgment. (Sosas, 2021) and (Karisma, 2025) explain that TikTok features like voice recording and teleprompter challenges allow learners to practice, review mistakes, and feel more capable. (Mayasari et al., 2025) note that engaging content increases motivation and confidence, while Khofifah, Ningrum, and (Khofifah et al., 2023) confirm that social media practice reduces nervousness in English conversation.

Speaking Skills in Language Learning

Speaking skills are the ability to convey ideas, thoughts, and information orally using vocabulary, grammar, pronunciation, fluency, and intonation. (Lau & Rao, 2017) defines speaking as articulating sounds to express thoughts, requiring real-time processing. (Derakhshan et al., 2016) explain that speaking is challenging because learners must manage vocabulary, grammar, and pronunciation simultaneously. Aspects of speaking include vocabulary for conveying meaning, grammar for clear sentences, fluency for natural flow without excessive pauses, pronunciation which (Hakim et al., 2020) explain determines listener understanding, and pragmatic awareness which (Taguchi, 2018) relates to using language appropriately according to context. Challenges in developing speaking skills include limited practice opportunities, speaking anxiety, first language interference, and minimal authentic exposure as (Gregersen, 2020) identifies. (Sartika & Tahrun, 2022) argue that traditional exercises are too structured and ineffective for developing fluency. The role of TikTok in training speaking skills includes features like the teleprompter challenge where users practice fluency by following scrolling text speed and pronunciation by imitating audio models. (Jaber, 2021) explains that recording and replaying oneself helps learners evaluate and improve speaking performance independently.

Previous Related Study

Several studies discuss TikTok in English learning showing similar findings that this application improves speaking skills and builds confidence. (Titik Komariyah et al., 2022) found that TikTok increases confidence, pronunciation, and creativity through interactive features. (Rahmawati et al., 2023) showed significant improvement in pronunciation and vocabulary among university students. (Hutabarat et al., 2024) demonstrated 37.89% improvement in speaking proficiency using TikTok's duet feature. (Zaitun M. S., & Indriani, E. D, 2021) found increased confidence and creativity through storytelling during the pandemic. (Herlisya &

Wiratno, 2022) emphasized that social validation through likes motivates students to improve. (Ferstephanie & Lady Pratiwi, 2022) found that TikTok develops motivation and speaking ability through creative interaction. All studies agree that TikTok features like short videos, repetition, and relaxed atmosphere reduce speaking anxiety and encourage active communication. However, differences appear in focus and approach, with some emphasizing speaking proficiency through classroom activities while others highlight student perceptions. There is a lack of in-depth research on the TikTok Teleprompter Challenge as a speaking practice tool that provides automatic text guidance for consistent, structured practice. No research has explored how students interpret their experience using this reading challenge, how the teleprompter feature reduces psychological barriers, and how this activity affects confidence and speaking skills.

However, the difference between this study and previous research is that there has been no specific research examining this type of teleprompter challenge content, which consists of scrolling text that students simply need to read by following the scrolling text without having to memorize it, while practicing their pronunciation and fluency. Previous studies have also not explained how this type of content can reduce psychological burdens such as the fear of making mistakes and embarrassment. Therefore, this study aims to fill this gap by analyzing how TikTok teleprompter challenges can boost self-confidence and speaking skills, particularly among English learners.

METHOD

Design and Samples

This study analyzes how TikTok teleprompter challenges affect the self-confidence and speaking skills of English language learners using a qualitative case study research design. The researcher selected a specific sample group, then collected data and examined the facts in a specific and in-depth manner. Data in this study were collected through an online questionnaire. The questionnaire for participants consisted of 10 open-ended questions designed to give participants freely express their experiences, thereby enabling the researcher to obtain comprehensive and in-depth responses.

In this study, there were 10 English language learners who met the following criteria: (1) actively use the TikTok app not merely for entertainment but as a learning tool for English language learning (2) have participated in teleprompter challenges at least three times, either by uploading videos or practicing on their own, (3) participants between the ages of 16-27. Participants with these qualifications came from diverse cultural backgrounds and were selected using random sampling to ensure that their experiences aligned with the research objectives. This random sampling technique was chosen as it allows researchers to select participants based on specific criteria; using this method, researchers were able to identify participants that had direct experience with teleprompter challenges

on the TikTok application. This ensured that the collected data would be more relevant to the research objectives, as participants were selected based on predetermined criteria. This aligns with the case study approach, which aims to explore an individual's experience in depth as it relates to the phenomenon under investigation.

Instrument and Procedure

This study used an instrument in the form of a questionnaire containing open-ended questions distributed to English language learners who use TikTok, specifically regarding a specific type of content known as the teleprompter challenge. The questionnaire, distributed through Google Forms, contained open-ended questions. The questions encouraged participants to provide in-depth written responses regarding their experiences using the TikTok teleprompter challenge as a tool for learning English. The questionnaire consisted of ten open-ended questions based on the themes of this study regarding self-confidence and speaking proficiency. The questions included the participants' reasons for being interested in using teleprompter content, participants' perceptions, development of self-confidence, aspect of speaking that improved the most, the content's impact on speaking proficiency, challenges faced, methods for overcoming these challenges, a comparison with conventional learning, and suggestions for other learners. The questionnaire was distributed online by the researcher through social media platforms including WhatsApp and Instagram. The participants' responses, collected in written form, have been analyzed to identify themes and subsequently grouped according to the themes emerging from their experiences.

Data Analysis

This study uses thematic analysis developed by (Braun & Clarke, 2022) to analyze the data. The process begins with data familiarization, where the researcher repeatedly reads all participants' answers to understand their content as a whole. The second stage is creating initial codes where the researcher marks or labels essential parts of participants' answers. The third stage is searching for themes where codes are grouped based on similarities in meaning. The fourth stage is reviewing themes where the researcher examines each theme to see if it integrates with its codes and describes the data as a whole. The fifth stage is defining and naming themes to indicate the essence of the patterns found. The final stage is writing the research report where findings are presented with direct quotes from participants' answers as supporting evidence for each theme generated.

RESULT AND DISCUSSION

In this chapter, the researcher presents a description of the data obtained thru a questionnaire regarding the experiences of English language students in their participation in reading challenges on the TikTok application. Six major themes generated from the respondents' answers will be concentrated on, seven major

themes generated, namely: (1) participation and enjoyment, (2) increased self-confidence, (3) development of specific skills, (4) challenges faced, (5) comparison with conventional methods, and (6) suggestions for other students.

Engagement and Enjoyment

In this study, some participants reported being interested in filling their free time with meaningful activities, such as taking part in teleprompter challenges on the TikTok app. Participants also noted that the short-form format and the variety of content options made them feel motivated to keep trying and kept them from getting bored.

The essential reasons for English learners who are interested and continue to follow the TikTok teleprompter reading challenge are highlighted in this theme. The main aspects are the ease, suitability, and elements of enjoyment provided thru the format on the TikTok app. Most participants in this study started the challenge because they felt that this activity could provide them with benefits rather than just scrolling aimlessly. As R(22) stated:

"Instead of scrolling aimlessly and lying down without gaining anything, at least I feel a bit useful with my lying down activities."

Then the main advantage of the TikTok application compared to other applications lies in its varied content, which prevents English learners from getting bored. This is stated by the expression from J(19):

"Why do I study on TikTok?" "Because I often open TikTok and also TikTok makes us not bored."

From the statement above, it is known that the TikTok application provides a unique interest to English language learners. The style of challenge content with a short duration is also considered an aspect that helps, rather than limiting the English language learners' practice process. As N(22) provided an interesting perspective:

"We don't need to start with something heavy, so a short duration is enough."

Because that's what makes people addicted, so they want to try again and again. This statement shows that the short duration actually lowers the barrier for English learners to start and repeat. Respondents in this matter, who are English language learners, emotionally experience joy, pride, and a sense of excitement. One of the respondents, M(21), concluded:

"It feels really fun... Relaxed and it doesn't feel like studying seriously." "But at first, it can be nerve-wracking or embarrassing... but from that embarrassment and tension, over time, it grows into more courage."

Confidence Building

an increase in self-confidence was felt by all participants who took part in the teleprompter challenge. Another interesting point is that even though some participants did not publicly upload their challenge videos, they also felt an increase

in self-confidence. Participants who took part in the teleprompter challenge realized that their skills had improved, making them feel a sense of pride. This growth in their abilities was not dependent on external validation or feedback from others, such as likes or comments.

One of the significant impacts expressed by the respondents is on the theme of increased self-confidence, even for those who did not upload their videos. In this case, self-confidence is built gradually, starting with the acknowledgment of one's own competence. For respondents who chose not to upload their videos for personal practice, their satisfaction does not come from external validation, but rather from their awareness of their own personal development. Like N(22) who stated:

"The feeling is just like being proud, like feeling I'm not so bad at speaking English hehe."

A similar sentiment was expressed by J(19):

"The feeling of success doesn't always depend on others' responses, but can also come from within oneself."

The progress achieved by the respondents, in the form of increased confidence, then being able to speak faster by following the tempo of the teleprompter content, as A(22) expressed:

"My confidence increased, and I can speak faster." The improvement felt not only affects practice sessions but is also experienced in daily interactions.

M(21) recounted the changes he experienced:

"I started to feel confident speaking it... gradually I became a bit brave to speak English to my friends, siblings, and parents."

Then for those who upload their training videos, they believe that positive feedback from close relatives can be a strong motivation. MZ(23) admitted:

"Feedback from those I truly need to boost my confidence."

Speaking Skill Improvement

There is at least one aspect of speaking proficiency that all participants in this study reported. The aspects most frequently mentioned were fluency, pronunciation, vocabulary, and intonation. The improvements reported by all participants carried over into real-life contexts and everyday conversations, not just during practice sessions.

The scrolling text in the teleprompter reading challenge content helps respondents because it requires them to speak at the appropriate speed and rhythm. R(22) explains:

"Fluency! Because it's prompt-based, the rhythm and speed have to continuously follow the moving text, from often stuttering to quite fluent."

It is known that this affects everyday speech. Next is the aspect of pronunciation and knowledge of new vocabulary that respondents felt had improved, such as A(22) who stated that their pronunciation skills had increased and they could understand new vocabulary:

"The specific thing that developed is the pronunciation aspect and I also acquired new vocabulary."

From the improved pronunciation, respondents also learned how to speak naturally. S(22) emphasized:

"The pronunciation improved, I also learned how to speak naturally, and beside that, my vocabulary also developed."

Then, in addition to the two aspects of fluency and pronunciation, a deep improvement is also felt, where respondents not only experience an improvement in pronunciation but also in intonation and confidence. This situation was felt by MZ(23) who stated:

"I became more knowledgeable about pronunciation... no longer stuttering. Then intonation... And it really made me brave."

Challenge faced

Participants also faced a variety of challenges, despite the numerous benefits they experienced. Challenges such as vocabulary that is difficult to pronounce were the most common obstacles encountered by participants who were previously unfamiliar with that vocabulary. Other challenges included feelings of embarrassment and fear of being judged by others. However, the participants were able to use their own strategies to overcome these obstacles.

In addition to the various benefits that arise from the use of this type of teleprompter content, respondents also acknowledge the presence of challenges such as difficult vocabulary that is unfamiliar or that they were previously unaware of. Although respondents admit to having difficulties with unfamiliar vocabulary, they have their own strategies to overcome these challenges. R(22) expressed:

"Challenging vocabulary! Often encounter words I don't know how to pronounce."

N(22) added that:

"The vocabulary where the writing and pronunciation are very different, the main strategy to overcome this is by replaying the video and using aids like Google Translate to listen to the correct pronunciation."

Next, the challenges faced can include feelings of shame and fear of making mistakes, which become obstacles for the respondents in deciding to upload videos.

J(19) candidly admitted that the videos he made for practice were not uploaded for the public but rather for himself, saying:

"Because I really feel embarrassed, I'm also afraid because I'm not good at reading."

A similar condition of fear regarding others' judgments was experienced by MZ(23), who ultimately managed to overcome it by boosting his self-confidence.

"Fear of judgment from others, fear of being judged by the people around me."

The challenges faced, beside vocabulary and fear, are technical challenges in the form of the level of focus that needs to be increased, especially with the text on the scrolling screen at varying speeds. Some respondents, such as M(21), mentioned technical challenges:

"Focusing on reading while watching the moving text, especially during the first trial."

Comparison with Traditional Learning

All participants agreed that learning through the TikTok app could not replace conventional classroom-based learning. Most of them also believed that formal classroom instruction and learning via the TikTok app complemented each other, with formal classes providing direct guidance and feedback, while TikTok offered a relaxed and creative space for practice.

It is known that both have important roles, where formal education and learning using the TikTok application play complementary roles. Formal classes or conventional learning are considered superior in terms of system, such as in-depth material and direct corrections from the teacher. M(22) emphasized:

"Traditional learning provides structured learning and direct feedback, while TikTok offers creative learning and real-world practice."

However, the use of TikTok challenges is considered more effective for practice in a pressure-free and relaxed atmosphere, although there is a drawback in the form of minimal corrective feedback. M(21) who pointed out this drawback:

"The only downside is that there's rarely clear feedback."

Some respondents agree that these two methods cannot be compared or only one can be chosen. These two methods can be combined according to the existing circumstances; if speaking lessons feel boring, the use of this type of content can help. A(22) explained:

"It depends on the situation, sometimes when I feel bored I choose TikTok over regular classes."

Then N(22) concluded firmly:

"Actually, both can be combined... the advantage of school is that our learning becomes more directed, the advantage of TikTok is that we can sharpen our learning from school."

Advice for Others

The respondents provided advice for beginners who want to start practicing with similar challenges, of course based on their own experiences of having participated in the teleprompter reading challenge. There are three main pieces of advice that emerged, such as starting and focusing on oneself. R (22) said:

"Just try it! First, do it for yourself."

It is known that those who decide to upload their own workout videos need validation from others. In this case, for beginners who want to take on this challenge but are still shy to start because they fear judgment from others, they should focus on personal enjoyment first. Then the next piece of advice is not to be afraid of making mistakes, because mistakes are part of the learning process. Most respondents emphasized the importance of enjoying the learning process, that it is okay to make mistakes. S(22) suggests:

"It's okay to start simple, and don't be afraid to make mistakes."

The next piece of advice is to have the confidence to try and also to be consistent. It is known that the biggest obstacle is to start, because success comes from the courage to try and the consistency to practice. N(22) gives tips for those who want to start:

"1 don't be afraid to try before starting, 2 start with simple and short sentences first, 3 keep repeating because that's the key to success."

For those who want to start practicing speaking using teleprompter reading challenge content, they can begin with videos that match their level, as this type of content has various levels ranging from beginner, intermediate, to advanced. This study provides insights into the experience of learning English by participating in TikTok teleprompter challenges. Six main themes were identified in this study: Engagement and Enjoyment, Confidence Building, Speaking Skill Improvement, Challenges Faced, Comparison with Traditional Learning, and Advice for Other Learners.

The study found that self-confidence can develop internally, without requiring external validation such as likes and comments. In this case, there is a difference with study by (Herlisya & Wiratno, 2022), which emphasized that likes can serve to validate students' self-confidence. In this study, English learners who never uploaded their challenge videos still experienced a significant increase in self-confidence due to their awareness of their development. Furthermore, participants reported improvements in fluency, pronunciation, intonation, and vocabulary. The improvements experienced carried over into real-world interactions with relatives, not just during practice sessions.

In this challenge, the scrolling works to reduce students' psychological pressure since they are not required to memorize the text by (Rahmadilla & Utari, 2025). Therefore, learners can focus their full attention on pronunciation, intonation, and fluency. Additionally, this challenge integrates three mutually reinforcing learning processes: mimicry, where learners imitate rhythm and intonation; repetition, where learners practice in stages; and visual guidance. Through this process, mimicry is effective for pronunciation practice (Jiang, 2017), and according to (Bozorgian & Kanani, 2017), speaking fluency can be developed through gradual repetition.

Furthermore, speaking anxiety can be addressed through a low-pressure and relaxed learning environment, as speaking in front of a camera is considered to be psychologically less threatening than speaking directly in front of other people. This aligns with (Mariusz, 2019), who found that language anxiety can be mitigated in an online environment, particularly since its short duration helps reduce the psychological barriers to getting started, thereby encouraging learners to begin and repeat.

This study aligns with previous research (Titik Komariyah et al., 2022; Rahmawati et al., 2023; Hutabarat et al., 2024; Zaitun M. S., & Indriani, E. D, 2021; Herlisya & Wiratno, 2022) which found that TikTok can develop speaking skills and boost self-confidence. However, this study has a distinct focus on a specific type of teleprompter challenge content utilizing a scrolling text mechanism, which has not been previously investigated. This study also found that self-confidence can increase internally without requiring any external validation.

There are limitations in this study, where the number of participants were only ten individuals, so the results of this study could not be generalized to the broader population of English language learners. Furthermore, this study collected data through an independent questionnaire, which may have led participants to tend to give favorable responses. Moreover, the study was conducted within a relatively short timeframe, so the long-term effects on self-confidence and speaking ability could not be fully measured.

Future research could conduct a more in-depth study with a larger and more diverse sample. Further researchers could provide a teleprompter challenge to a group of students over a specific period, then measure the development of speaking skills and the increase in students' self-confidence through pre-tests and post-tests, while also exploring their experiences through interviews.

CONCLUSION

The purpose of this study is to analyze students' experiences participating in teleprompter challenges on the TikTok application, particularly regarding their impact on boosting self-confidence and speaking skills. Based on a thematic analysis of the responses provided by ten participants, several key conclusions were

drawn. First, the scrolling text format and short duration of the teleprompter challenge make it effective for increasing student engagement and enjoyment of learning. Second, self-confidence can develop internally through students' awareness of their own progress, without always requiring external validation such as likes or comments from others. Third, the improvements experienced by students carry over into their real lives, such as in daily interactions; the most improved aspects include fluency in pronunciation, intonation, and vocabulary.

Although there are challenges faced by learners, such as feelings of embarrassment and difficulty pronouncing unfamiliar vocabulary, they are able to overcome these through personal strategies such as repetition and the use of tools like online dictionaries. This study also confirms that the use of the TikTok app serves only as a complementary tool, not a substitute for conventional learning. In this way, the teleprompter challenge on the TikTok app is expected to help improve students' self-confidence and speaking skills because it is both accessible and fun. Future research is encouraged to use a more diverse sample with a mixed-methods approach, as well as incorporate measures such as pre-tests and post-tests to assess its impact more thoroughly.

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