

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presents the findings of the study based on narrative interviews conducted with three university students who had experience using TikTok vlogs to develop their English public speaking skills. Consistent with the Narrative Inquiry approach, the findings focus on participants' lived experiences and the meanings they constructed throughout their learning journeys. Rather than presenting isolated responses, the findings are organized into coherent narratives that illustrate how participants experienced, interpreted, and reflected on the use of TikTok vlogs in developing their public speaking abilities.

Following the narrative analysis procedures described in Chapter III, the participants' stories were first reconstructed through a restorying process to preserve the chronological sequence of their experiences. The reconstructed narratives were then compared to identify recurring experiences, significant events, and shared meanings across participants. Through this process,

broader categories and themes emerged from the participants' stories while maintaining the uniqueness of each individual's learning journey.

The findings are presented according to the two research questions. The first research question explores how university students narrate their experiences in using TikTok vlogs to practice English public speaking, while the second research question examines how students interpret the influence of TikTok vlogs on the development of their public speaking skills. Although each participant described unique experiences, their narratives revealed several common patterns that formed the basis of the findings.

Overall, five major themes emerged from the narrative analysis. Three themes address the first research question: (1) Initial Anxiety and Lack of Confidence, (2) Speaking Development through Repeated Practice, and (3) The Importance of Preparation and Script-Making. Two additional themes answer the second research question: (4) The Role of Feedback and Social Interaction, and (5) Confidence and Identity Development as English Speakers. These themes demonstrate that participants' experiences were not linear but evolved gradually through continuous practice, reflection, and interaction during their use of TikTok vlogs.

1. University Students Narrate Their Experiences In Using Tiktok

Vlogs To Practice English Public Speaking

The first research question explores how university students narrated their experiences in using TikTok vlogs to practice English public speaking. Narrative analysis revealed that participants shared similar learning journeys despite having different backgrounds and speaking experiences. Their stories indicate that the process of developing public speaking skills through TikTok began with feelings of anxiety, continued through repeated practice and careful preparation, and gradually led to increased confidence. These experiences were organized into three interrelated themes that describe participants' learning journeys.

a) Initial Anxiety and Lack of Confidence

The participants' narratives reveal that their learning journeys did not begin with confidence but with feelings of nervousness, uncertainty, and fear of making mistakes. Although each participant had different educational backgrounds and previous speaking experiences, they described similar emotional challenges when they first used TikTok vlogs for English public speaking. Their stories indicate that anxiety was not merely an obstacle but also the starting point of their learning journeys before they gradually developed confidence through continuous practice.

ST-1 began his story by explaining that speaking English itself was not entirely unfamiliar to him. Before using TikTok, he had occasionally practiced speaking English with friends and had experienced speaking in front of small groups. However, recording himself for TikTok presented a completely different challenge.

Unlike classroom speaking activities, recording a video required him to speak directly to a camera while realizing that the uploaded video could be watched repeatedly by many viewers. This awareness made him feel nervous because every pronunciation mistake or hesitation would become more visible. For ST-1, the camera created a greater sense of pressure than speaking face-to-face.

As he explained:

"I felt nervous for the first time because I might not be used to it and always wasn't ready to speak directly in front of the camera."

This story illustrates that ST-1's initial anxiety originated primarily from unfamiliarity with speaking in front of a camera rather than from an unwillingness to communicate in English.

ST-2 shared a similar beginning. She recalled that her first experiences with English-speaking TikTok videos were emotionally challenging because she

lacked confidence in her pronunciation. While she was motivated to improve her speaking ability, she constantly worried that incorrect pronunciation would negatively affect the quality of her videos and invite negative judgments from viewers.

She described this experience by saying:

"When I speak in public or on camera, I always feel less confident and afraid of making mistakes in pronunciation."

For ST-2, anxiety emerged not because she disliked speaking English but because she wanted her pronunciation to be accurate before sharing her videos publicly. Her story demonstrates how concerns about language accuracy became a major emotional barrier during the early stages of her learning journey.

ST-3 narrated a slightly different experience. Rather than focusing primarily on pronunciation, he emphasized that English was rarely used in his daily environment. Consequently, speaking English in front of a camera felt unfamiliar and uncomfortable. He worried that he would make mistakes and that viewers might misunderstand what he intended to communicate.

According to ST-3:

"For the first time, I felt very nervous, but after knowing the correct pronunciation and continuing to learn, I became more confident while recording."

His narrative suggests that limited opportunities to use English in everyday life contributed to his initial lack of confidence. Speaking through TikTok required him to use English more actively than he had previously experienced, making the first recordings particularly challenging.

Although the participants described different personal experiences, their narratives reveal a common pattern. Their learning journeys consistently began with anxiety, uncertainty, and fear of making mistakes before they gradually became more confident through continuous engagement with TikTok vlogs.

The source of anxiety differed among participants. ST-1 experienced nervousness because he was unfamiliar with speaking directly to a camera. ST-2 was mainly concerned about pronunciation accuracy, while ST-3 associated his anxiety with limited opportunities to use English in everyday communication. Despite these differences, all participants viewed these emotional challenges as the beginning of their development rather than as barriers that prevented them from learning.

These findings indicate that initial anxiety formed an important stage in participants' learning journeys. Instead of discouraging them from practicing English, these early challenges became the foundation upon which they gradually developed confidence, a process that is further illustrated in the following themes.

b) Speaking Development through Repeated Practice

After experiencing anxiety and a lack of confidence during their initial attempts, the participants gradually discovered that repeated practice became an essential part of their learning journeys. Rather than expecting immediate improvement, they described speaking development as a gradual process achieved through recording, reviewing, and re-recording their TikTok videos. These repeated experiences allowed them to become more familiar with speaking English, reduce their nervousness, and improve their ability to communicate more fluently over time.

Although each participant followed different learning strategies, their narratives consistently demonstrate that continuous practice played a significant role in transforming their speaking performance. The opportunity to repeat recordings without time pressure encouraged them to learn from their mistakes and progressively build greater confidence in speaking English.

Following his initial feelings of nervousness, ST-1 gradually realized that repeated recording helped him become more comfortable speaking English. At first, he frequently stopped while speaking because he was afraid of making mistakes. Instead of uploading his first recordings immediately, he preferred to record the same video several times until he felt satisfied with his performance

Each recording became an opportunity to evaluate his pronunciation, fluency, and overall delivery. Through this process, he became increasingly familiar with speaking in front of the camera and gradually reduced the anxiety he had experienced during his first recordings.

As he explained:

"Usually I record two or three times every time I want to upload a video before uploading it to tiktok because I want the results to be better and clearer."

His story illustrates that improvement did not occur instantly but resulted from continuous repetition and self-evaluation throughout the recording process.

ST-2 also described repeated practice as an important part of her learning experience. During the early stages, she often repeated recordings because

she was dissatisfied with her pronunciation and speaking fluency. Instead of viewing mistakes as failures, she gradually began to regard them as opportunities for improvement.

Each new recording allowed her to compare her current performance with previous attempts. Over time, she noticed that speaking English became easier because she had become more accustomed to expressing ideas orally.

She reflected:

"I usually practice repeatedly with classmates and record them many times to help me be more fluent in speaking and become more confident."

Her narrative demonstrates that speaking development emerged through continuous practice rather than through a single successful performance.

ST-3 narrated a similar learning journey. Initially, he required considerable time to prepare and complete a single recording. However, as he continued creating TikTok videos, he became more familiar with speaking English and required fewer repetitions to complete his recordings.

Repeated exposure to speaking activities enabled him to improve not only his pronunciation but also his fluency and confidence when communicating

in English. He began to focus less on avoiding mistakes and more on expressing his ideas clearly.

According to ST-3:

"Usually I record about three to five times every video because I want to adjust the words I will say and look more fluent when in front of the camera"

His story indicates that repeated practice gradually transformed speaking from an unfamiliar activity into a more natural form of communication.

Although the participants described different learning experiences, their narratives reveal a common developmental pattern. Speaking improvement did not occur because participants simply used TikTok; rather, it resulted from the repeated opportunities to practice, evaluate, and improve their speaking performance.

For all three participants, repetition functioned as a learning strategy rather than a mechanical activity. Recording videos multiple times enabled them to identify pronunciation errors, improve fluency, organize ideas more effectively, and gradually become more confident in communicating through English.

These narratives demonstrate that repeated practice became the turning point in participants' learning journeys. The anxiety described in the

previous theme gradually diminished as participants became increasingly familiar with speaking English through continuous engagement with TikTok vlogs. Consequently, speaking development emerged not as an immediate outcome but as a gradual process shaped by persistence, reflection, and repeated practice.

c) The Importance of Preparation and Script-Making

As participants became more familiar with speaking through TikTok vlogs, they realized that successful public speaking required more than repeated practice. Their narratives reveal that careful preparation became an essential strategy for improving their speaking performance. Before recording their videos, participants spent time selecting topics, organizing ideas, writing scripts, and rehearsing their presentations. These preparation activities helped them reduce anxiety, structure their thoughts more effectively, and speak with greater confidence during the recording process.

Although the participants developed different preparation habits, they shared a common belief that adequate preparation increased their readiness to communicate in English. Their stories demonstrate that preparation was not simply a technical step before recording but an important part of their learning process that supported continuous improvement in public speaking.

As ST-1 gained more experience in creating TikTok videos, he realized that preparation played an important role in improving his speaking performance. During his early recordings, he often spoke spontaneously and occasionally forgot what he wanted to say. These experiences encouraged him to prepare his content more carefully before recording.

He began by selecting a topic, organizing the main ideas, and mentally planning how he would present them. This preparation reduced his hesitation during recording and allowed him to communicate his ideas more smoothly.

As he explained:

"Usually before making a video, I always prepare the topic I want to convey, then write a script, and practice pronunciation before recording. so that my content flow looks neat and clear"

His story illustrates that preparation helped him manage uncertainty and made the recording process more structured and effective.

ST-2 described script-writing as one of the most valuable strategies in her learning journey. Before recording, she usually wrote a script to organize her ideas and ensure that her pronunciation and vocabulary were

appropriate. Writing the script also gave her opportunities to review unfamiliar words and practice difficult expressions before speaking.

Rather than depending entirely on memorization, she used the script as a guide that helped her speak more confidently while maintaining the flow of her presentation.

She reflected:

"Before I record the video, I always prepare the storyline first and then write the script and read it several times before recording to make sure there are no more mistakes"

Her narrative demonstrates that script-making reduced her anxiety and enabled her to focus more on delivering her message than worrying about possible mistakes.

ST-3 also emphasized the importance of preparation before recording his TikTok videos. He explained that preparation involved searching for information, understanding the topic, and rehearsing several times before beginning the actual recording. Through this process, he became more confident because he felt ready to explain his ideas clearly.

He recognized that speaking confidently depended not only on language ability but also on how well he understood the topic he intended to discuss.

According to ST-3:

"Before that, I have to prepare the material and flow first and practice pronunciation before making the video so that when I want to upload the video there are no more mistakes"

His story suggests that preparation became an important source of confidence because it allowed him to anticipate potential difficulties before appearing in front of the camera.

Although the participants adopted different preparation strategies, their narratives reveal a shared understanding that careful preparation significantly supported their speaking development. Preparation enabled them to organize ideas, improve vocabulary and pronunciation, and reduce feelings of uncertainty before recording their TikTok videos.

Interestingly, participants viewed preparation not as a separate activity from speaking practice but as an integral part of the learning process. Script-writing, topic selection, rehearsal, and reviewing language expressions became opportunities for reflection that strengthened both their linguistic competence and their confidence.

These narratives indicate that preparation functioned as a bridge between repeated practice and successful speaking performance. After becoming familiar with speaking through continuous practice, participants developed more systematic learning strategies that allowed them to communicate more effectively and confidently. Consequently, preparation emerged as another important stage in their learning journeys toward becoming more competent English public speakers.

2. Students Describe The Development Of Their Speaking Confidence And Abilities Through Their Tiktok Vlogging Experiences

The second research question explores how participants interpreted the influence of TikTok vlogs on the development of their English public speaking skills. Beyond describing what they experienced during the learning process, participants reflected on how TikTok contributed to their personal and academic growth as English speakers. Their narratives reveal that the platform functioned not only as a medium for practicing speaking but also as a space where they received feedback, interacted with others, reflected on their performances, and gradually developed greater confidence in communicating in English.

Through narrative analysis, two major themes emerged from participants' stories: (1) The Role of Feedback and Social Interaction and (2) Confidence

and Identity Development as English Speakers. Together, these themes illustrate how participants interpreted TikTok as a learning environment that supported both their speaking development and their personal growth throughout their learning journeys.

a) The Role of Feedback and Social Interaction

As participants became more confident in creating English-speaking TikTok videos, their learning experiences extended beyond the recording process. Uploading their videos allowed them to interact with viewers who responded through comments, suggestions, encouragement, and other forms of feedback. These interactions became meaningful experiences that influenced how participants evaluated their speaking performance and motivated them to continue practicing English.

Although participants received different types of responses from their audiences, they consistently interpreted feedback as an important source of learning rather than merely a reaction to their videos. Their narratives demonstrate that social interaction through TikTok contributed not only to improving speaking performance but also to sustaining their motivation throughout their learning journeys.

After uploading several TikTok videos, ST-1 began receiving comments from viewers regarding his English-speaking performances. Initially, he

was uncertain about how others would react to his videos because he worried that mistakes might attract criticism. However, his experiences gradually changed his perspective.

Instead of receiving only negative responses, he found that many viewers appreciated his efforts and offered constructive suggestions for improvement. These comments encouraged him to continue creating English-speaking content while paying greater attention to pronunciation, fluency, and delivery.

As he explained:

"Comments from friends made me realize which parts I needed to improve, especially my pronunciation and the way I delivered my ideas."

For ST-1, feedback became a valuable learning resource because it helped him recognize both his strengths and the aspects of his speaking that still required improvement.

ST-2 also described feedback as an important part of her learning journey. She explained that supportive comments from viewers increased her confidence and motivated her to continue practicing English. Rather than

feeling discouraged by suggestions for improvement, she interpreted them as opportunities to develop her speaking ability further.

Through these interactions, she realized that learning English was not an individual process but one that could be supported by communication with others.

She reflected:

"When my friends politely give me advice and feedback, I feel motivated to improve my videos, instead of feeling supported."

Her narrative demonstrates that encouragement from viewers strengthened her motivation and reduced the fear of making mistakes that she had experienced during the beginning of her learning journey.

ST-3 similarly viewed social interaction as an essential element of his learning experience. He explained that comments, responses, and discussions with viewers enabled him to evaluate his speaking performance from different perspectives. In addition to improving his language skills, these interactions helped him feel connected to a broader community of English learners.

Receiving responses from others gave him greater confidence to continue producing English-speaking content despite occasional mistakes.

According to ST-3:

"When people responded positively to my videos, I became more motivated to keep practicing and making better videos."

His story suggests that meaningful learning occurred not only during recording but also through ongoing communication with other TikTok users.

Although participants experienced different forms of feedback and social interaction, their narratives reveal a common understanding that communication with viewers became an important component of their learning journeys. Rather than perceiving comments as simple evaluations, participants interpreted them as opportunities to reflect on their speaking performance, identify areas for improvement, and remain motivated to continue practicing English.

Interestingly, participants emphasized that constructive feedback was more influential than praise alone. Suggestions, corrections, and encouraging responses enabled them to recognize their progress while also identifying aspects of their speaking that still required further development.

These findings indicate that TikTok functioned not only as a platform for individual speaking practice but also as a social learning environment where interaction with others supported continuous improvement. Through feedback and communication with viewers, participants developed greater awareness of their speaking abilities and strengthened their commitment to improving their English public speaking skills.

b) Confidence and Identity Development as English Speakers

The final theme represents the culmination of the participants' learning journeys. After experiencing anxiety, engaging in repeated practice, preparing their speaking performances, and interacting with others through feedback, participants reflected on how these experiences had changed the way they perceived themselves as English speakers. Their narratives reveal that the influence of TikTok extended beyond improving speaking performance. More importantly, the platform contributed to the development of greater confidence and a stronger sense of identity as individuals who were capable of communicating in English.

Although each participant experienced this transformation differently, all of them described a noticeable shift in how they viewed their own speaking abilities. They no longer focused primarily on avoiding mistakes but

increasingly viewed English as a language they could use to express ideas and communicate with others.

Reflecting on his learning journey, ST-1 explained that his perception of speaking English gradually changed as he continued creating TikTok videos. During the beginning of the process, he was mainly concerned about making mistakes and speaking in front of a camera. However, after repeatedly practicing and receiving feedback, he became more confident in expressing his ideas through English.

He realized that speaking English no longer felt intimidating because he had become accustomed to communicating with an audience. Rather than worrying about perfection, he focused on sharing his ideas more naturally.

As he reflected:

"For Now I feel much more confident when speaking English because I've practiced many times and keep trying through TikTok."

His story illustrates that confidence developed gradually through accumulated experiences rather than appearing suddenly after a single successful performance.

ST-2 also described significant personal growth throughout her learning journey. Initially, she lacked confidence because she frequently questioned

her pronunciation and feared negative evaluation. However, continuous practice and supportive interactions with viewers gradually changed her perspective.

She explained that she became more willing to speak English, not because she believed she had become perfect, but because she had learned to accept mistakes as a natural part of language learning. This realization encouraged her to participate more actively in English communication.

She reflected:

"Compared to before, I am much more confident when speaking English because I am used to recording and speaking in front of many people and in front of the camera"

Her narrative suggests that confidence emerged from repeated learning experiences and self-acceptance rather than from the absence of mistakes.

ST-3 similarly described how TikTok influenced the way he perceived himself as an English speaker. Before using TikTok, he rarely used English outside the classroom and did not consider himself capable of speaking confidently. As he continued creating English-speaking content, however, he gradually viewed himself as someone who could communicate ideas using English.

The experience of consistently practicing, receiving responses from viewers, and observing his own improvement strengthened his belief in his speaking ability.

According to ST-3:

"Now I can focus more on communicating my ideas rather than worrying about making mistakes."

His narrative demonstrates that identity development occurred alongside language development. Improving speaking ability also changed the way he understood his own potential as an English user.

Although participants described different experiences throughout their learning journeys, they shared a common interpretation that TikTok contributed to both their speaking development and their personal growth. Confidence was not simply reflected in improved pronunciation or fluency but also in participants' willingness to communicate, accept mistakes, and continue learning through experience.

An important finding emerging from these narratives is that participants gradually developed a stronger identity as English speakers. Initially, they perceived English as a source of anxiety and uncertainty. By the end of their learning journeys, however, they viewed English as a medium through

which they could express ideas, interact with others, and participate more confidently in communication.

These findings indicate that TikTok functioned as more than a platform for practicing speaking skills. Through continuous practice, preparation, reflection, and interaction, participants reconstructed their self-perceptions and developed greater confidence in using English. Consequently, their learning journeys involved not only linguistic improvement but also personal transformation as emerging English speakers.

C. Discussion

1. University Students Narrate Their Experiences In Using Tiktok Vlogs To Practice English Public Speaking

a) Initial Anxiety and Lack of Confidence

The findings revealed that all participants experienced feelings of nervousness and lack of confidence when they first used TikTok vlogs to practice English public speaking. Although the participants had different backgrounds and levels of speaking experience, they consistently described anxiety as the initial challenge in their learning journey. Their concerns were mainly related to pronunciation, grammatical mistakes, and fear of being negatively evaluated by viewers. These findings indicate that

psychological factors influenced participants' willingness to communicate in English during the early stages of using TikTok.

This finding supports the theory proposed by Horwitz, Horwitz, and Cope (1986), who explain that foreign language anxiety is characterized by communication apprehension, fear of negative evaluation, and low self-confidence. According to their theory, learners often experience anxiety when they are required to speak in a foreign language because they fear making mistakes or being judged by others. The participants' narratives reflect these characteristics, particularly their concerns about pronunciation accuracy and public evaluation through TikTok videos.

This finding is further supported by Fadillah (2009), who states that foreign language anxiety is one of the main internal factors affecting students' English learning. Fadillah explains that communication apprehension and fear of negative evaluation often cause learners to hesitate when speaking a foreign language. This is consistent with the experiences of ST-1, ST-2, and ST-3, who initially felt nervous because they were afraid of making pronunciation mistakes and being judged by viewers when recording TikTok videos.

The findings are also consistent with Burns (2019), who argues that speaking anxiety often reduces learners' willingness to communicate and

limits their participation in speaking activities. Similarly, the participants in this study reported that their initial hesitation was influenced not only by their language ability but also by feelings of nervousness and uncertainty.

Furthermore, this finding is comparable to the study conducted by Yulita and Hertiki (2023), which found that many EFL students initially lacked confidence when using TikTok for speaking practice. However, unlike their study, the present research provides a deeper understanding through participants' personal narratives, showing how anxiety gradually transformed into confidence through continuous speaking practice.

From a Narrative Inquiry perspective, anxiety should not be viewed merely as a learning obstacle but as an important part of participants' learning journeys. Their stories demonstrate that nervousness became the starting point of personal growth, enabling them to gradually develop confidence and improve their English public speaking skills through continuous practice with TikTok vlogs.

b) Speaking Development through Repeated Practice

The findings demonstrate that repeated recording was perceived by all participants as one of the most influential factors in improving their English

public speaking skills. The participants explained that recording videos several times enabled them to evaluate their pronunciation, improve fluency, organize ideas more effectively, and gradually communicate more naturally. Rather than considering repeated recording as a sign of failure, they interpreted it as an opportunity for continuous learning and improvement.

These findings support Kolb's (1984) Experiential Learning Theory, which explains that learning occurs through a continuous cycle consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation. Creating TikTok videos allowed participants to experience this learning cycle repeatedly. Recording a video represented the concrete experience, reviewing the recording encouraged reflection, identifying weaknesses contributed to conceptual understanding, and producing a better version reflected active experimentation. Consequently, each recording became both a learning experience and preparation for future improvement.

The findings are also consistent with Hughes (2011), who states that speaking competence develops through meaningful opportunities to produce language in authentic situations. TikTok provided participants with opportunities to communicate using English beyond classroom activities. Through repeated speaking practice, participants became more familiar

with English pronunciation, vocabulary, and fluency, leading to noticeable improvements in their speaking performance.

Similarly, Richards (2008) emphasizes that speaking proficiency develops through continuous communication practice rather than through memorization of language rules alone. The participants' experiences support this perspective because their improvement resulted from frequent speaking practice instead of solely studying grammar or vocabulary.

Compared with previous studies, the findings support Escamilla-Fajardo et al. (2021), who argue that TikTok encourages active participation and learner engagement. However, this study extends previous research by demonstrating that repeated recording was not merely a technical feature of TikTok but also functioned as a reflective learning strategy through which learners continuously evaluated and improved their speaking performance.

From the perspective of Narrative Inquiry, repeated practice represents more than language training. It reflects participants' evolving learning experiences in which each recording contributed to greater confidence, increased fluency, and stronger beliefs in their own speaking abilities.

a) The Importance of Preparation and Script-Making

The findings indicate that preparation played an essential role in participants' speaking performances. All participants described preparation as an important stage before recording TikTok videos. Their preparation commonly involved selecting topics, writing scripts, rehearsing pronunciation, and reviewing vocabulary before producing the final recording. These activities helped them reduce anxiety and organize ideas more systematically.

This finding supports Richards (2008), who argues that effective speaking requires planning and language preparation in addition to spontaneous communication. According to Richards, successful speakers organize ideas before speaking, enabling them to communicate messages more clearly and coherently. The participants' preparation processes demonstrate this principle, as script-writing and rehearsal helped them produce more organized and confident speaking performances.

The findings also support Kolb's (1984) theory of reflective learning. Preparing scripts and rehearsing before recording allowed participants to reflect on their language use, identify weaknesses, and revise their speaking strategies before communicating with audiences. This reflective process contributed to gradual improvement in speaking quality.

Furthermore, the participants' experiences align with Hughes (2011), who explains that speaking development is enhanced when learners engage in meaningful preparation and repeated language production. Through script-making and rehearsal, participants became more familiar with English expressions, vocabulary, and pronunciation, which ultimately improved their communication effectiveness.

Unlike many previous studies that focus mainly on speaking practice, the present study highlights preparation as a significant learning process. The narratives demonstrate that speaking improvement began long before participants pressed the record button. Planning, scripting, and rehearsing formed important stages that enabled participants to communicate more confidently and effectively.

2. Students Describe The Development Of Their Speaking Confidence And Abilities Through Their Tiktok Vlogging Experiences

a) The Role of Feedback and Social Interaction

The findings revealed that feedback from lecturers, classmates, friends, and TikTok audiences played a significant role in participants' speaking development. Rather than perceiving comments as criticism, the participants viewed constructive feedback as encouragement that motivated them to improve their future performances. Positive responses increased

their confidence, while constructive suggestions helped them identify aspects of speaking that required further improvement.

These findings support Vygotsky's (1978) view that language learning develops through social interaction. According to Vygotsky, learners construct knowledge through communication and collaboration with others. In the context of this study, interaction through comments, audience responses, and feedback provided opportunities for participants to reflect on their speaking performances and continuously improve their communication skills.

The findings are also consistent with Escamilla-Fajardo et al. (2021), who argue that TikTok encourages active participation and learner engagement through authentic communication. Likewise, Fadillah and Purnawarman (2024) explain that social media can extend language learning beyond classroom settings by facilitating interaction, collaboration, and continuous communication. The participants' experiences support these findings, as feedback received through TikTok and from people around them became an important source of motivation and learning.

Overall, the findings indicate that speaking development was influenced not only by repeated practice but also by meaningful social interaction.

Constructive feedback encouraged participants to become more confident, evaluate their performances, and continue improving their English public speaking skills.

b) Confidence and Identity Development as English Speakers

The findings demonstrate that participants experienced significant development in both speaking confidence and self-perception after regularly creating TikTok vlogs. Initially, participants described themselves as nervous and hesitant English learners. However, continuous speaking practice gradually changed the way they perceived their own abilities. They became more willing to communicate, less afraid of making mistakes, and increasingly confident in expressing ideas in English.

These findings support Lucas (2015), who argues that confidence is an essential characteristic of effective public speakers. Lucas explains that confidence develops through repeated speaking experiences and successful communication. The participants' narratives clearly illustrate this gradual development, as repeated TikTok practice increased both confidence and communication competence.

The findings also support Horwitz et al. (1986), who suggest that speaking anxiety decreases as learners gain greater experience using the target language. As participants became more familiar with recording English videos, their fear of making mistakes gradually diminished, allowing them to communicate more naturally.

From a Narrative Inquiry perspective, an important finding concerns the development of participants' identities as English speakers. According to Riessman (2008), narratives reveal how individuals construct meaning and develop new identities through their lived experiences. The participants' stories demonstrate that TikTok vlogging was not only a tool for improving speaking skills but also a process through which they reconstructed their identities. They gradually shifted from seeing themselves as learners who were afraid of making mistakes to individuals who were capable of communicating confidently in English.

Overall, this finding suggests that the most meaningful outcome of using TikTok vlogs was not merely improved speaking performance but the transformation of participants' confidence and self-identity. This personal growth represents the broader educational value of TikTok as a platform that supports language development, reflective learning, and identity construction.