

ABSTRACT

Speaking confidence is one of the most important affective factors influencing English Foreign Language (EFL) students' willingness to communicate; however, many students still experience anxiety, fear of making mistakes, and low confidence during speaking activities. Along with the growing integration of digital technology in education, student-generated TikTok videos have emerged as a potential learning tool that provides opportunities for repeated speaking practice, self-reflection, and active engagement. Nevertheless, research investigating how student-generated TikTok videos are implemented to develop speaking confidence, particularly in Indonesian senior high school contexts, remains limited. Therefore, this study aimed to examine the implementation of student-generated TikTok videos as a learning tool in developing EFL students' speaking confidence and to explore students' perceptions of their use. This study employed a qualitative case study design involving one class of senior high school students in Ciamis. Data were collected through non-participant classroom observations and semi-structured interviews with purposively selected participants and analyzed using thematic analysis. The findings revealed that the implementation of student-generated TikTok videos consisted of three interconnected stages: preparation, structured speaking practice, and repeated practice for continuous improvement. Students perceived TikTok positively because it enabled them to rehearse, record, review, and revise their speaking performances repeatedly, which gradually reduced anxiety and increased their speaking confidence. Although students' encountered challenges related to pronunciation, nervousness, and fear of making mistakes, these difficulties encouraged them to engage in repeated practice, self-evaluation, and reflective learning. Overall, the study concludes that student-generated TikTok videos function not only as a digital platform but also as an effective pedagogical learning tool that supports the development of EFL students' speaking confidence through systematic practice, learner autonomy, and continuous self-improvement.