



**EnJourMe (English Journal of Merdeka):
Culture, Language, and Teaching of English**

Journal homepage: <http://jurnal.unmer.ac.id/index.php/enjourme/index>

Social media-based learning: Jane Elisabet's videos and their effect on learners' speaking confidence

¹Zulfa Rona Farchan, ²Nailul Authar, ³Savira Zaniar, ⁴Tiyas Saputri, ⁵Djuwari Sarkawi

^{1,2,3,4,5}Department of English Education, Faculty of Teacher Training and Education, Nahdlatul Ulama University of Surabaya, Jl. Tenggilis Utara No.14, 60292, Surabaya, Indonesia

Corresponding author: 4330022015@student.unusa.ac.id

ARTICLE INFO

Received 28 June 2025
Accepted 8 July 2025
Available online 31 July 2025

Keywords:

Affective filter, English speaking skill, self-confidence, social media

DOI: 10.26905/enjourme.v10i1.15854

How to cite this article (APA Style):

Farchan, Z. R., Authar, N., Zaniar, S., Saputri, T., & Sarkawi, D. (2025). Social media-based learning: Jane Elisabet's videos and their effect on learners' speaking confidence. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 10(1) 93-100, doi: <https://doi.org/10.26905/enjourme.v10i1.15854>

ABSTRACT

In today's digital era, social media platforms are increasingly leveraged as tools for English language learning. This study investigates the influence of Jane Elisabet's educational videos on learners' self-confidence in speaking English. Employing a descriptive qualitative approach, data were gathered through classroom observation and semi-structured interviews with five English Education students who regularly engaged with Jane Elisabet's video content. The findings indicate notable improvements in learners' willingness to speak, pronunciation accuracy, and ability to construct basic sentences. Key contributing factors include the simplicity of the language, contextual relevance, and the presenter's supportive and approachable delivery style. Grounded in Krashen's Affective Filter Hypothesis, this study emphasizes that reducing anxiety and fostering emotional support can significantly enhance second language acquisition. The results suggest that short, authentic video content on digital platforms not only supports linguistic development but also strengthens learners' psychological readiness to communicate in English. These findings highlight the potential of social media-based videos as practical supplementary tools in English language education, particularly in boosting learners' speaking confidence.



Published by University of Merdeka Malang

1. Introduction

In the digital age, social media platforms have evolved beyond entertainment to become powerful tools for learning and knowledge dissemination. This shift became particularly evident during and after the COVID-19 pandemic, when remote learning led students to seek alternative, more engaging, and interactive educational resources (Haque & Al-Salem, 2022). Among these innovations, short-form videos, typically ranging from 15 to 60 seconds, have emerged as a popular medium for delivering concise, practical, and accessible learning content. This format aligns well with the preferences of today's learners, who often exhibit shorter attention spans and favor quick, effec-

tive forms of instruction (Chen & Kang, 2023). Within this growing trend, individual content creators have played a key role in shaping language learning experiences, especially those who present English in relatable, everyday contexts.

A notable example of this trend in the Indonesian context is Jane Elisabet (@janeelisabet8), a popular social media educator who consistently produces short videos that demonstrate practical English for everyday communication. Her content typically features simple conversational exchanges, such as “What are you doing?” with the response “I am lying down,” or “Have you eaten yet?” followed by “Yes, I have” or “No, I haven’t.” The instructional style adopted by Jane reflects the principles of Communicative Language Teaching (CLT), which emphasizes meaningful language use in real-life contexts rather than isolated grammar instruction (Shahid et al., 2024). By presenting accessible language models through short, engaging videos, Jane Elisabet helps demystify English for learners, making it easier for them to understand, internalize, and apply in everyday situations. Her growing popularity highlights a broader pedagogical shift in how learners consume and interact with language input in digital spaces. As more educators and researchers explore the impact of social media on language development, a growing body of literature has begun to examine how short-form video content influences key language skills and learner psychology, particularly in speaking performance and self-confidence.

Previous studies have identified various benefits of using videos on social media in English language learning. The short video format has been shown to improve vocabulary retention by up to 40% compared to traditional learning methods, due to its multimodal nature, which combines visual, auditory, and textual stimuli (Chuah & Ch’ng, 2023). Additionally, 78% of learners reported increased motivation to study English after engaging with educational content on platforms like TikTok, perceiving the studying process as more enjoyable and less worrying (Anumanthan & Hashim, 2022). Furthermore, frequent exposure to social media-based English content has been linked to improved speaking fluency and speaking confidence, primarily due to authentic pronunciation models and real-life language contexts (Fathor Rasyid et al., 2023). However, most of these studies focused on general learner perceptions or linguistic improvements, while few have examined the psychological effect, particularly self-confidence linked to content from specific individual creators. This gap highlights the need to explore how influential educational figures on social media, such as Jane Elisabet, impact learners confidence in speaking English.

Although numerous studies have examined the effectiveness of videos on social media as a medium for English language learning, a gap remains in research specifically analyzing the impact of educational videos by individual creators, such as Jane Elisabet, on learner’s psychological aspects, especially their self-confidence in speaking English. One study focused more on learners’ general perceptions of using social media in learning, without a deep analysis of how content from a specific creator may influence their confidence level (Saputri & Budiyanto, 2024). Another emphasized the technical aspects of using social media in education, such as optimal video duration and the most effective types of content but fell short in exploring psychological impacts (Zou & Wang, 2023). Therefore, this study aims to explore how Jane Elisabet’s educational videos on social media influence learners’ self-confidence in speaking English. Specifically, it seeks to answer the following research question: How do short educational videos by Jane Elisabet on her social media affect the self-confidence of English education students in speaking English?

This study examines the impact of Jane Elisabet's short educational videos on learners' self-confidence in speaking English. Self-confidence is a key factor in developing speaking skills in a foreign language. Learners with low confidence often avoid speaking opportunities, which can hinder language development (Thompson & Lee, 2021). In contrast, confident learners are more willing to take risks and practice, leading to faster progress (Nguyen & Habóok, 2021). Theoretically, this study is grounded in Krashen's Affective Filter Hypothesis, which posits that emotional factors such as motivation, anxiety, and self-confidence significantly affect second language acquisition. A lower affective filter, achieved through supportive and low-stress environments, facilitates better language input and greater learner participation (Krashen, 1982). The study aims to qualitatively analyze changes in learners' confidence after engaging with Jane Elisabet's content and identify video elements that support confidence building (Hen & Kang, 2023). It contributes to existing research by focusing on psychological aspects, especially self-confidence, which are often overlooked in studies that prioritize linguistic outcomes (Marlina & Brahmana, 2022).

2. Method

This study employs a descriptive qualitative approach to explore the influence of Jane Elisabet's short video on learners' self-confidence in speaking English. This method was chosen to gain an in-depth understanding of participants' experiences and perceptions in a natural context, without manipulating variables (Aspers & Corte, 2019; Flick, 2023).

The participants in this study were five English Education college learners who actively use one of the social media platforms, especially TikTok, and frequently access Jane Elisabet's educational content. They were selected using purposive sampling to ensure that their experiences aligned with the study's objectives (Palinkas et al., 2020).

Data collection involved three techniques: (1) semi-structured interviews to explore learners' perceptions and confidence changes, (2) observation of learners' interaction with TikTok content, such as duets, speaking challenges, and live sessions, and (3) content analysis of selected videos. This triangulated method provided rich, contextual insights (Nowell et al., 2017; Flick, 2023).

The research instruments included open-ended interview guides, observation checklists, and video documentation as the primary data sources. Data were analyzed using thematic analysis to identify recurring patterns and emerging themes in learners' responses. Data triangulation was applied to strengthen the validity and credibility of the findings (Nowell et al., 2017; Morse, 2020).

This approach enabled the study to offer a comprehensive overview of how educational videos on social media affect learners' self-confidence in speaking English, along with key contributing factors in a digital learning environment.

3. Results and discussion

This section presents the results of a qualitative study exploring the influence of Jeni Elisabet's educational TikTok videos on learners' self-confidence in speaking English. The data were gathered through interviews and observations involving five female students from the 2022 cohort of the

English Education program at Nahdlatul Ulama University, Surabaya, aged 21 to 23, all actively enrolled in speaking-related courses. The participants regularly accessed Jeni Elisabet's TikTok content, which features short, beginner-friendly videos focusing on everyday phrases, pronunciation, and conversational English.

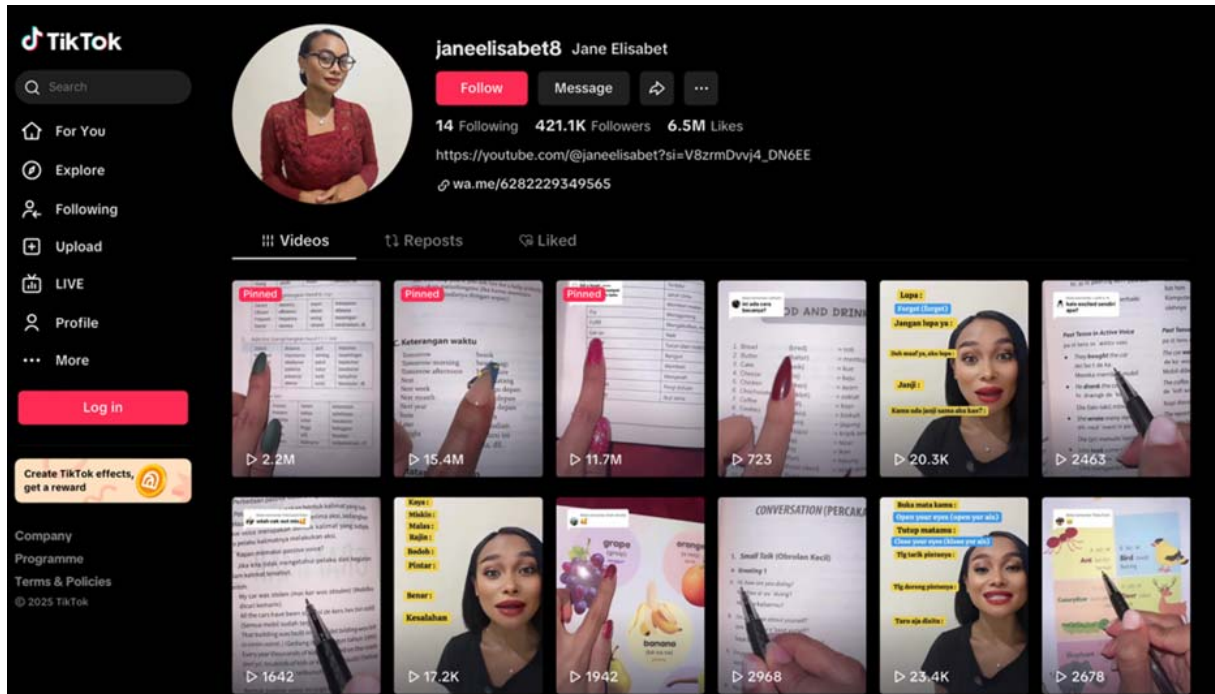


Figure 1 Jane Elisabet's profile on social media

Her calm and supportive delivery style, along with repetitive, under-one-minute formats, made the content particularly engaging and accessible, providing a valuable context for this study's exploration of digital learning and speaking confidence.

These findings were derived through the triangulation of data collected from behavioral observations and interview responses. The participants consistently reported feeling more confident and less anxious when speaking English. This increase in self-confidence appears to be influenced by several distinctive features of Jeni Elisabet's TikTok videos. First, the videos frequently present simple, repetitive sentence patterns, which facilitate easier recall and imitation. Second, Jeni Elisabet's warm and supportive delivery creates a sense of psychological safety, encouraging learners to speak without fear of judgment. Third, the short video format, typically under one minute, aligns well with learners' digital habits and enables regular, low-pressure practice. Together, these elements contribute to lowering the learners' affective filter, as theorized by Krashen, thereby enhancing their willingness to speak and take communicative risks in English.

The following table summarizes the learners' perceptions before and after engaging with Jeni Elisabet's educational videos on her social media account, highlighting specific video features they found helpful and the corresponding indicators of increased self-confidence in speaking English.

Table 1 Learners' perception of Jane Elisabet's educational videos and their impact on speaking confidence

No.	Learner	Perceived Confidence Before Exposure	Perceived Confidence After Exposure	Noted Video Features	Indicators of Increased Confidence
1.	AZA	Shy and afraid to speak	Actively participated in class discussions	Repetitive patterns and slow delivery	Volunteered to answer questions during class
2.	SN	Silent during Q&A sessions	Responded confidently using simple sentences	Familiar expressions and structured input	Initiated questions to peers in English
3.	RA	Anxious about pronunciation errors	More confident in imitating pronunciation	Clear pronunciation modelling	Participated in role plays without prompting
4.	AA	Uncertain about sentence construction	Able to construct basic sentences independently	Contextual, real-life sentence models	Completed speaking tasks with minimal assistance
5.	AF	Unmotivated to practice speaking	Repeated practice independently at home	Supportive tone and relatable topics	Practiced speech voluntarily outside the classroom

Table 1 presents a clear trajectory of growth in learners' self-confidence in speaking English following their engagement with Jeni Elisabet's educational TikTok videos. Before watching the videos, all five learners exhibited typical signs of low speaking confidence: fear of making mistakes, avoidance of speaking tasks, difficulties in sentence construction, and limited participation in classroom interaction. These behaviors are often associated with high affective filters, as proposed by Krashen (1982), where emotional barriers, such as anxiety and lack of motivation, impede language acquisition and reduce learners' willingness to communicate.

After consistent exposure to Jeni Elisabet's content, each learner demonstrated noticeable improvements in their speaking behavior and affective stance. For instance, AZA, who was initially shy and hesitant, began to volunteer answers during class discussions. This shift can be attributed to the repetitive and slow-paced delivery of the videos, which allowed her to internalize simple sentence structures and practice them confidently. Similarly, SN transitioned from being silent during Q&A sessions to asking peers questions in English—an indication of increased communicative initiative likely influenced by the use of familiar and functional expressions in the videos.

RA, who had been particularly anxious about pronunciation errors, reported feeling more confident in imitating sounds after repeatedly watching Jeni's clear pronunciation models. Her participation in role plays without prompting further supports the idea that modelling accurate pronunciation in a low-pressure format can reduce phonological anxiety. AA's development reflects cognitive growth in syntactic processing; initially unsure of how to form sentences, she became capable of constructing basic utterances independently. This suggests that the contextualized, real-life sentence structures presented in the videos serve as effective linguistic scaffolds, bridging the gap between receptive and productive skills.

Perhaps the most striking transformation occurred in AF, who initially lacked motivation to practice speaking. After engaging with the videos, AF began practicing voluntarily outside class, indicating that the supportive tone and relatable topics not only enhanced her emotional engagement but also fostered intrinsic motivation, an essential affective factor in sustained language development.

Overall, the data highlight the significant impact of emotionally supportive, context-driven digital content in lowering learners' affective filters and boosting self-confidence. Jeni Elisabet's videos exemplify how short-form, relatable content, delivered in a calm and encouraging tone, can meet learners' emotional and cognitive needs, thus promoting spontaneous language use and participation. This interpretation strengthens the argument for incorporating digital microlearning resources into classroom practices, particularly for learners struggling with speaking anxiety and low self-esteem.

These observations support Krashen's Affective Filter Hypothesis, which posits that effective language acquisition occurs when learners experience reduced anxiety and increased confidence in a supportive environment. The emotionally safe and engaging atmosphere fostered by Jeni Elisabet's videos appears to lower learners' affective filters, thereby enhancing their ability to absorb and utilize language input.

One of the most prominent outcomes observed in this study was the shift in learners' participation in speaking activities after engaging with Jeni Elisabet's educational videos. Learners who were previously passive and hesitant began to actively participate in classroom discussions and speaking tasks. They attributed this change to the simplicity and relatability of the language used in the videos, as well as the calm, non-threatening, and encouraging delivery style adopted by the content creator.

"I used to constantly be terrified of making errors when talking, but now I feel more confident because Jeni Elisabet's videos teach the use of easy sentences." (R1, Interview, 2025)

This transformation underscores the impact of regular exposure to accessible, bite-sized content in reducing speaking anxiety and promoting spontaneous language use. The structured repetition and real-life relevance of the expressions presented in the videos allowed learners to internalize common sentence patterns, while the friendly and supportive tone created a psychologically safe space for practice. Together, these elements contributed to greater learner confidence and a willingness to use English more freely in authentic communicative contexts.

Jeni Elisabet's videos are typically characterized by a warm, clear, and supportive presentation style, which features everyday expressions and beginner-friendly structures. Such a delivery helps create a low-pressure learning environment that empowers learners to practice and engage without fear of judgment.

"I just like the way Jeni speaks—slowly and clearly. When I repeat it over and over, it feels like I'm practising on my own." (R3, Interview, 2025)

This comment reflects the impact of parasocial interaction, where learners feel a sense of personal connection to the content creator. This perceived rapport serves as an emotional scaffold, allowing learners to engage in private, low-stress practice that supports confidence-building.

The present findings are consistent with earlier studies. For instance, Anumanthan and Hashim (2022) reported that students experienced reduced anxiety and increased motivation when using social media educational content for English learning. Similarly, Rasyid et al. (2023) highlighted improvements in fluency and pronunciation resulting from exposure to authentic language content on social media. However, this study makes a unique contribution by focusing specifically on the influence of individual creator Jeni Elisabet, rather than social media as a general platform. This targeted approach provides a deeper understanding of how specific features such as delivery tone, repetition, and perceived approachability can shape psychological outcomes like speaking confidence, factors often overlooked in broader studies of digital learning tools.

The findings of this study offer several practical implications for English language education. First, integrating short-form video content into speaking lessons can be particularly effective, especially when the videos model authentic and emotionally supportive interactions. Such materials can help boost the confidence of learners who are hesitant to speak. Second, educators are encouraged to involve learners in curating or even creating their own English-language videos. This practice not only deepens language engagement but also enhances motivation and presentation skills within a low-pressure environment. Lastly, video-based tasks can be used to simulate real-life speaking situations, enabling learners to rehearse at home, imitate accurate language models, and receive constructive feedback. These activities reinforce key aspects of oral proficiency, including pronunciation, fluency, and self-confidence.

4. Conclusion

This study concludes that Jeni Elisabet's educational videos on social media have a positive and significant impact on learners' self-confidence in speaking English. Drawing from interviews and classroom observations, the study found that learners demonstrated increased willingness to communicate, greater confidence in pronunciation, and improved use of simple sentence structures after consistently engaging with her content. The videos' friendly and supportive tone, combined with practical, everyday English expressions, created a low-anxiety, motivating environment conducive to language development.

These findings are consistent with Krashen's Affective Filter Hypothesis, which emphasizes that emotionally supportive input lowers learners' affective filters, enabling more effective language acquisition. The results suggest that digital content, when designed with clarity and emotional resonance, can foster learners' confidence and promote spontaneous language use.

Future research may explore other psychological dimensions affected by social media-based learning, such as anxiety reduction, motivation, or self-regulation. Additionally, language educators are encouraged to incorporate short video-based learning sessions into their instruction, particularly those that provide emotionally safe models for language use and offer learners constructive, confidence-building feedback.

5. References

- Anumanthan, R., & Hashim, H. (2022). The Use of TikTok in English Language Learning: A Systematic Review. *International Journal of Academic Research in Business and Social Sciences*, 12(1), 1–14.
- Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research? *Qualitative Sociology*, 42(2), 139–160. <https://doi.org/10.1007/s11133-019-9413-7>
- Chen, X., & Kang, J. (2023). Media literacy in the digital age: Examining the use of TikTok to enhance speaking skills. *International Journal of Academic Research in Business and Social Sciences*, 13(2), 1–15.
- Chuah, K. M., & Ch'ng, L. S. (2023). Media literacy in the digital age: Examining the use of TikTok to enhance speaking skills. *International Journal of Academic Research in Business and Social Sciences*, 13(2), 1–15.
- Fathor Rasyid, H., Hanjariyah, H., & Aini, N. (2023). TikTok as a source of English language content – Perceived impacts on learners' competence: Views from Indonesia. *International Journal of Learning, Teaching and Educational Research*, 22(10), 340–358.
- Flick, U. (2023). *Introducing research methodology: A beginner's guide to doing a research project* (4th ed.). Sage Publications.
- Haque, M., & Al-Salem, A. (2022). Social media in language learning: Benefits and challenges. *Journal of Educational Technology Systems*, 50(3), 337–354.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Marlina, L., & Brahmana, R. (2022). The impact of self-confidence on foreign language speaking performance: A meta-analysis. *Journal of Language and Education*, 8(1), 121 – 135.
- Morse, J. M. (2020). The significance of saturation. *Qualitative Health Research*, 30(5), 585 – 586. <https://doi.org/10.1177/1049732320910350>
- Nguyen, T. T., & Habók, A. (2021). Psychological factors in foreign language learning: The role of self-confidence and motivation. *International Journal of Instruction*, 14(3), 999–1016.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2020). Purposeful sampling for qualitative data collection and analysis in mixed-method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 47(2), 243–251. <https://doi.org/10.1007/s10488-019-00976-5>
- Saputri, K., & Budiyanto, D. (2024). The exploration of the TikTok app for teaching speaking to eleventh-grade learners. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 8(2), 319–332.
- Shahid, M., Chen, X., Kang, J., Chuah, K. M., & Ch'ng, L. S. (2024). Media literacy in the digital age: Examining the use of TikTok to enhance speaking skills. *International Journal of Academic Research in Business and Social Sciences*, 13(2), 1–15.
- Thompson, A. S., & Lee, J. (2021). The Role of Self-Confidence in Second Language Learning: A Review and Implications. *Language Teaching Research*, 25(4), 604–625.
- Zou, D., & Wang, F. L. (2023). TikTok for language learning: A comprehensive review of current research. *Computer Assisted Language Learning*, 36(3), 1–28.