



Analysis of the Relationship between Experience as a Facebook Content Creator and Improvement of Public Speaking Skills

Dhika Surya P^{1*}, Nurnisaa AS², Nestia Lianingsih³

^{1,2}*Research Collaboration Community, Bandung, Indonesia*

³*Communication in Research and Publications, Bandung, Indonesia*

**Corresponding author email: DhikaSurya@gmail.com*

Abstract

This study examines the relationship between content creation activities on the Facebook platform and the development of public speaking skills. By focusing on 120 Facebook content creators, the research employs a quantitative approach to explore the correlation between variables such as duration of experience as a content creator, the amount of content produced, self-confidence levels, and public speaking skills. The methodology includes a structured survey using a questionnaire designed to capture detailed data on these variables. The results of Pearson correlation analysis revealed that self-confidence has a very strong positive relationship with public speaking skills ($r = 0.83$), suggesting that individuals with higher self-confidence tend to perform better in public speaking. Additionally, the amount of content produced showed a strong correlation ($r = 0.72$), highlighting the role of consistent practice in enhancing communication abilities. Experience as a content creator demonstrated a moderate correlation ($r = 0.65$), indicating that prolonged engagement in content creation contributes positively, albeit less significantly, to public speaking development. Linear regression analysis confirmed these findings, with self-confidence emerging as the strongest predictor ($B = 0.58$, $p < 0.001$). Interestingly, age was found to have a weak correlation ($r = 0.18$), suggesting that the enhancement of public speaking skills through content creation activities is not significantly influenced by age. These findings underscore the importance of self-confidence and active content creation in improving public speaking skills. Furthermore, the study highlights that public speaking development can occur across various demographic groups, emphasizing the accessibility of content creation as a tool for skill improvement. The results provide valuable insights for educators, communication trainers, and content creators seeking to leverage social media platforms to enhance essential communication competencies.

Keywords: Content creator, public speaking, social media, facebook, self confidence.

1. Introduction

The development of digital technology and social media has fundamentally changed the way humans communicate in the modern era. Social media platforms, especially Facebook with more than 2.9 billion monthly active users (Pasaribu, 2023), have created a new ecosystem where individuals can express themselves and share content with a global audience. This phenomenon has given birth to a new profession known as content creators, where individuals regularly produce and share content with their followers on digital platforms (Shahzad et al., 2023).

Public speaking skills are becoming increasingly important for content creators to convey their messages effectively (Lordache et al., 2017). Public speaking is no longer limited to formal speeches on the podium or presentations in the meeting room, but has evolved to include the ability to communicate through video, live streaming, and various other digital content formats (Sjöblom et al., 2019). This transformation creates a new paradigm in understanding and developing public speaking skills in the digital era.

Activities as a content creator on Facebook seem to have the potential to influence the development of a person's public speaking skills. The routine of creating content, interacting with audiences, and delivering messages through digital platforms can be an effective informal practice tool to develop confidence and public speaking skills (Hobbs, 2017). However, the relationship between experience as a content creator and improved public speaking skills has not been widely explored in academic literature.

The development of the Facebook platform, which continues to present new features such as Facebook Live, Reels, and Stories, has created a variety of formats for content creators to practice their speaking skills. Each of these formats has unique characteristics that can help develop different aspects of public speaking skills, from improvisation skills in

live streaming to delivering structured messages in edited videos (Teepapasn and Wongchestha, 2021; Sharma et al., 2024).

Psychological factors such as self-confidence also play an important role in developing public speaking skills (nijat et al., 2019). Regular exposure to digital audiences and feedback received through comments, likes, and shares have the potential to gradually build content creators' self-confidence (Dwivedi et al., 20210. This process creates a positive cycle where increased self-confidence can encourage improved content quality and speaking skills.

In the modern professional context, good public speaking skills are increasingly valued by the job market (Maimunah and Rahma, 2022). Content creators who successfully develop these skills through their activities on Facebook not only gain benefits in their careers as creators, but also gain competencies that can be transferred to various other professional fields. This makes understanding the relationship between content creation and public speaking development increasingly relevant.

In response to these phenomena and research gaps, this study aims to analyze the influence of experience as a Facebook content creator on public speaking skills. By focusing on variables such as the duration of experience as a creator, the amount of content produced, and the level of self-confidence, this study seeks to provide a more comprehensive understanding of how content creation activities can contribute to the development of public speaking skills. Through a quantitative approach involving 120 Facebook content creators as respondents, this study is expected to produce useful insights for various stakeholders. The results of this study are not only relevant for content creators who want to develop their public speaking skills, but also for educators, trainers, and social media platforms in designing more effective programs and features to support the development of communication skills in the digital era.

2. Methodology

This study employs a quantitative approach with a survey technique to analyze the effect of being a content creator on public speaking skills. Data were collected through a structured questionnaire distributed to 120 Facebook content creators, who represent a diverse range of ages, genders, and levels of experience. The questionnaire was designed to measure various variables, including gender, age, duration of experience as a content creator, the number of contents created, self-confidence, and public speaking skills. Descriptive statistical analysis was conducted to summarize the distribution and characteristics of the data, providing insights into the demographic profile of the respondents and the general trends in the variables measured.

To explore the relationships between variables, Pearson correlation analysis was applied, allowing the identification of the strength and direction of the associations between independent variables (e.g., experience, self-confidence, and content creation frequency) and the dependent variable (public speaking skills). Linear regression analysis was also utilized to determine the extent to which these independent variables significantly influence public speaking skills, with a particular focus on identifying the strongest predictors.

All analyses were conducted using Python software, ensuring efficient data processing and accurate statistical computations. The findings contribute to a deeper understanding of how engagement in content creation activities on social media platforms can influence communication skills. Moreover, this study offers practical implications for individuals and organizations aiming to use content creation as a tool to enhance public speaking abilities, emphasizing the importance of fostering self-confidence and maintaining consistent practice in content creation. These results are relevant for educators, trainers, and communication professionals seeking to integrate digital platforms into skill development programs.

3. Results and Discuccion

To facilitate understanding of the research results, the data will be presented in several tables showing the correlation between variables, the results of the regression analysis, and the distribution of respondents by category. Each table will be followed by an in-depth interpretation of the statistical significance and practical implications of the findings. The following is a detailed presentation of the results of the data analysis that has been carried out:

Table 1: Correlation statistics

Independent Variables	Public Speaking (Dependent)	Relationship Description
Content Creator Experience	0,65	Moderate Positive Correlation
Number of Content Created	0,72	Strong Positive Correlation
Self Confidence	0,83	Very Strong Positive Correlation
Age	0,18	Weak Correlation

The correlation results show a significant relationship between the amount of content created, self-confidence, and experience as a content creator on public speaking ability. Self-confidence has the highest correlation ($r = 0.83$) with public speaking ability, indicating that self-confidence is the main factor influencing this ability. The relationship between the amount of content created is also quite strong ($r = 0.72$), indicating that the more content created, the better the public speaking ability of a content creator. In contrast, age shows a weak correlation ($r = 0.18$), meaning that age does not have a significant effect on public speaking ability.

Table 2: Linear regression results

Model	Coefficient (B)	P-Value	Significance
(Constant)	1,22	0,001	Significant
Content Creator Experience	0,35	0,004	Significant
Number of Content Created	0,42	0,001	Significant
Self Confidence	0,58	0	Very Significant
Age	0,05	0,213	Not Significant

Linear regression provides additional information about the influence of independent variables on public speaking. The self-confidence variable has the highest coefficient ($B = 0.58$, $p < 0.001$), which confirms that increasing self-confidence has a major impact on public speaking skills. The amount of content created is also significant ($B = 0.42$, $p = 0.001$), indicating that consistency in content production contributes to improving public speaking skills. Meanwhile, experience as a content creator also has an influence ($B = 0.35$, $p = 0.004$). However, age does not show a significant influence ($B = 0.05$, $p = 0.213$).

Table 3: Distribution of respondents based on category variables

Category Variables	Category	Frequency	Percentage (%)
Content Creator Experience	< 1 year	30	25%
	1-3 year	50	41,70%
	> 3 year	40	33,30%
Gender	Man	70	58,30%
	Woman	50	41,70%

The results of this study highlight that self-confidence has the most significant influence on improving public speaking skills. This finding aligns with theoretical perspectives that emphasize self-confidence as the cornerstone of effective communication. Individuals with higher self-confidence are more capable of delivering clear, structured, and engaging messages, which are crucial for captivating an audience. Confidence allows content creators to overcome anxiety, maintain composure, and focus on their message delivery, making it a critical factor in public speaking success.

Additionally, the frequency of content creation is shown to have a substantial impact on public speaking skills. The more content creators produce, the more opportunities they have to practice their speaking abilities. Each piece of content acts as a practical exercise, enabling individuals to refine their skills in structuring messages, managing audience engagement, and improving their delivery techniques. This finding underscores the importance of consistent practice in developing communication skills, suggesting that quantity often leads to quality through repeated application.

The duration of experience as a content creator also influences public speaking skills, albeit to a lesser extent than self-confidence and content frequency. This indicates that while longer experience provides a solid foundation for skill development, it is not the sole determinant. The findings suggest that experience must be complemented by deliberate practice and an emphasis on quality to maximize its impact.

Interestingly, the study found that age does not significantly influence public speaking skills. This reinforces the notion that communication competencies are shaped more by experience and the quality of practice rather than by demographic factors. The findings highlight that public speaking is a skill accessible to individuals of all ages, provided they engage in meaningful practice and confidence-building activities.

These insights have several practical implications. Training programs aimed at enhancing public speaking skills should prioritize strategies to boost self-confidence and encourage consistent content creation. Social media platforms, such as Facebook, can serve as informal yet effective spaces for individuals to hone their communication skills. For educators, communication trainers, and content creators, these findings underline the potential of leveraging digital platforms as tools for personal and professional development in public speaking.

4. Conclusion

there is a strong positive relationship between content creation activities and increased public speaking skills, with self-confidence playing a key role in the relationship. The finding that self-confidence has the highest correlation ($r = 0.83$) with public speaking skills underlines the importance of psychological aspects in developing communication skills. This result confirms that social media platforms, especially Facebook, can serve as an effective informal learning environment for developing public speaking skills.

The significant relationship between the amount of content produced and public speaking skills ($r = 0.72$) suggests that regular practice through content creation contributes substantially to the development of this skill. The finding that experience as a content creator has a moderate correlation ($r = 0.65$) indicates that the quality and consistency of content creation may be more important than simply the length of time spent as a content creator. The absence of a significant correlation between age and public speaking skills ($r = 0.18$) provides an optimistic perspective that developing communication skills through content creation can be effective for various age groups

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