Utilizing TikTok as a Digital Learning Medium to Improve Senior High School Students' English Speaking Skills

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Abstract: *This community service initiative aims to enhance the English-speaking abilities of senior high school students by utilizing TikTok as a digital educational tool. The participants in this project were a cohort of EFL students who faced challenges in speaking, particularly regarding their confidence, fluency, and ability to express ideas. The objective of this program was to establish an engaging, interactive, and pertinent learning atmosphere that fosters the development of students' speaking skills. A project-based learning methodology was employed, wherein students produced brief speaking videos on TikTok and engaged in peer feedback sessions. The findings reveal a significant enhancement in the students' speaking performance, confidence, and creativity. Furthermore, students exhibited increased motivation and active involvement throughout the learning experience. This indicates that the incorporation of familiar digital platforms into language education can effectively improve both academic results and student engagement.*

Introduction

The swift advancement of digital technology has profoundly impacted educational methodologies, especially in the realm of language acquisition (Annapis, 2024; Habibillah & Martriwati, 2024). Within senior high schools, students are increasingly engaging with social media platforms that influence their everyday communication practices, including the utilization of short-video applications like TikTok (Yulita & Hertiki, 2023; Oktavena, Maisaroh, & Pradana, 2024). Despite their familiarity with digital media, numerous students continue to face challenges in enhancing their English speaking abilities, such as restricted vocabulary, a lack of self-assurance, issues with pronunciation, and an apprehension of making errors (Siregar, Heridayani, Sari, & Wariyati, 2025). These obstacles reveal a disparity between students' digital involvement and their actual language proficiency in formal educational environments (Farhan Aulady & Silih Warni, 2024). Moreover, traditional teaching approaches that predominantly depend on textbooks and teacher-led instruction frequently fail to fully captivate students or offer adequate opportunities for active speaking practice, resulting in students becoming passive learners with diminished motivation to converse in English (Annapis, 2024). This predicament is further intensified by the absence of interactive and contextual learning resources that resonate with students' interests and digital lifestyles, despite their high levels of activity on social media for self-expression and communication in their daily routines (Habibillah & Martriwati, 2024). This disparity underscores the necessity of incorporating digital platforms into language education to bridge the divide between informal and formal learning experiences, making it crucial to investigate innovative and pertinent media that can facilitate students' speaking development while concurrently boosting their motivation, engagement, and confidence in utilizing English (Yulita & Hertiki, 2023; Oktavena, Maisaroh, & Pradana, 2024).

In response to these issues, the incorporation of TikTok as a digital educational tool presents a pertinent and captivating alternative to tackle these challenges (Siregar et al., 2025). TikTok enables learners to produce brief, expressive videos, offering chances for repeated practice, self-assessment, and interaction with peers Prior research has indicated that learning through social media can boost students' motivation, creativity, and engagement in language learning tasks (Farhan Aulady & Silih Warni, 2024). Furthermore, digital platforms facilitate multimodal learning, allowing students to integrate visual, auditory, and textual components, thereby rendering the educational experience more interactive and significant (Annapis, 2024; Habibillah & Martriwati, 2024). These characteristics not only motivate students to engage in speaking practice more regularly but also foster greater autonomy in tracking their own development and enhancing their performance over time (Yulita & Hertiki, 2023). The interactive aspects of TikTok, which include functionalities such as commenting, sharing, and responding to peers' content, further encourage

collaborative learning and establish a nurturing educational atmosphere where students feel more at ease sharing their thoughts (Oktavena, Maisaroh, & Pradana, 2024). Additionally, the platform's familiarity diminishes the psychological barriers typically linked to speaking in a formal classroom environment, enabling students to practice English in a more casual and genuine context (Siregar et al., 2025). Consequently, the integration of TikTok into language education can effectively connect students' daily digital interactions with academic learning, promoting a more vibrant, student-focused, and contextually pertinent method for cultivating speaking abilities in Improving Students' Speaking Skills, (Farhan Aulady & Silih Warni, 2024).

Building on this approach this community service initiative aims to leverage TikTok as a means to enhance the English-speaking abilities of students within a senior high school setting (Annapis, 2024). The chosen participants are individuals who actively engage with social media yet encounter difficulties in articulating their thoughts confidently in English, especially regarding fluency, pronunciation, and the organization of ideas (Habibillah & Martriwati, 2024). Consequently, this program aspires to close this gap by converting a well-known and commonly utilized platform into a productive and significant educational resource that corresponds with the digital habits of students (Yulita & Hertiki, 2023). By embedding learning activities into a platform they already appreciate, it is anticipated that students will participate more enthusiastically and experience reduced anxiety when practicing their speaking skills (Oktavena, Maisaroh, & Pradana, 2024). The methodology employed in this research is qualitative, focusing on observation, student involvement, and reflective feedback to thoroughly document the learning journey and its effects (Siregar et al., 2025). This approach aims to explore not only the results of the activity but also the students' experiences, perceptions, and behavioral transformations throughout the learning process. Such an exploration facilitates a more holistic understanding of how TikTok-based activities aid in enhancing speaking skills, boosting confidence, and cultivating a more interactive and student- focused educational atmosphere (Farhan Aulady & Silih Warni, 2024).

The anticipated result of this initiative encompasses not merely the enhancement of students' speaking abilities but also the augmentation of their self-assurance, creativity, and involvement in the process of learning English (Annapis, 2024; Habibillah & Martriwati, 2024). Students are anticipated to exhibit a greater willingness to articulate their thoughts, embrace risks in utilizing the language, and engage actively in speaking exercises without the apprehension of committing errors (Yulita & Hertiki, 2023; Oktavena, Maisaroh, & Pradana, 2024). Moreover, the inventive aspect of TikTok- oriented tasks motivates students to investigate diverse methods of conveying messages, which can nurture originality and critical thinking in language application (Siregar et al., 2025). This heightened engagement is also manifested in their proactive participation throughout the educational journey, which

includes planning, recording, revising, and disseminating their work By incorporating technology into language education in a contextual and interactive manner, this program is projected to foster more innovative and student-centered pedagogical practices in the digital age, where the focus of learning extends beyond mere outcomes to encompass meaningful experiences that resonate with students' real-world contexts (Annapis, 2024; Habibillah & Martriwati, 2024).

Method

This community service initiative took place at a senior high school, engaging 36 tenth-grade students as the main participants (Diaz, Huda, & Oktarini, 2026). The criteria for participant selection were their familiarity with digital technology and social media, especially short-video platforms, alongside their necessity to enhance their English speaking skills within a more engaging and contextual learning framework (Hallinan & Nuraddin, 2024). Despite the fact that most students actively utilized digital media in their everyday lives, a significant number encountered challenges in articulating their thoughts verbally in English, which included restricted vocabulary, diminished confidence, unclear pronunciation, and hesitation during speaking exercises (Suprihatin & Kurniawan, 2023). These obstacles imply that regular interaction with digital platforms does not inherently facilitate the acquisition of effective language skills, particularly in formal academic settings (Renita & Irawan, 2024). Furthermore, classroom observations revealed that students often exhibited passivity and reluctance to engage in speaking activities when these were conducted through traditional methods (Setiawan, Rahman, & Jupri, 2025). Consequently, these participants were deemed particularly suitable for this initiative, as it sought to convert their current digital habits into valuable learning experiences, allowing them to practice, investigate, and progressively enhance their English speaking capabilities in a more supportive and interactive atmosphere (Hidayat & Lolita, 2025).

Learning activities were carried out both within the classroom and in external settings, especially during the video production phase, where students were afforded the flexibility to finalize their projects in environments that were more comfortable and supportive (Renita & Irawan, 2024). A participatory methodology was adopted to guarantee that students were engaged in every stage of the program, from the initial planning to the ultimate presentation (Setiawan, Rahman, & Jupri, 2025). Engagement was promoted through a blend of collaborative and individual assignments, allowing students to share ideas, offer feedback, and enhance their work while also taking charge of their own learning journey (Hallinan & Nuraddin, 2024). This strategy not only stimulated interaction among peers but also contributed to the establishment of a more vibrant learning environment in which students felt more empowered to engage and articulate their thoughts (Diaz, Huda, & Oktarini, 2026). Furthermore, this

educational design enabled students to cultivate not only their speaking skills but also their sense of autonomy and accountability, as they were provided with opportunities to oversee their own tasks, make choices, and elevate their performance through ongoing practice and reflection (Yulita & Hertiki, 2023).

A qualitative methodology was utilized to investigate the efficacy of TikTok as a digital learning tool in enhancing students' speaking abilities within an authentic classroom environment (Renita & Irawan, 2024). Data were gathered through classroom observations, documentation of students' video projects, and reflective feedback collected throughout the educational process (Hidayat & Lolita, 2025). This methodology facilitated a thorough understanding of how students interacted with the activity, their reactions to the incorporation of digital media, and the progression of their speaking skills over time (Diaz, Huda, & Oktarini, 2026). Emphasis was placed on documenting students' experiences, levels of engagement, and observable behavioral transformations rather than depending on quantitative metrics (Suprihatin & Kurniawan, 2023). Through this approach, the research was able to present a more holistic view of how the learning strategy impacted students' confidence, creativity, and overall speaking proficiency in a genuine and significant manner (Yulita & Hertiki, 2023).

Understanding the emergence of speaking difficulties among senior high school EFL learners through TikTok-based peer feedback offers significant insights for educators aiming to create more effective, engaging, and contextually relevant speaking activities (Hallinan & Nuraddin, 2024). By pinpointing specific challenges such as fluency, pronunciation, organization of ideas, and self-confidence, educators are better prepared to formulate targeted instructional strategies that cater to the actual needs of learners (Renita & Irawan, 2024). Moreover, the incorporation of TikTok as a medium for peer feedback not only boosts students' motivation but also fosters a more interactive and supportive learning atmosphere (Setiawan, Rahman, & Jupri, 2025). This methodology encourages learners to engage actively, reflect on their own performances, and collaboratively learn from their peers (Hidayat & Lolita, 2025).

As a result, the adoption of TikTok-based peer feedback serves as a practical and As a result, the adoption of TikTok-based peer feedback serves as a practical and innovative method to improve students' speaking skills while also reducing anxiety and enhancing confidence in real communicative scenarios (Diaz, Huda, & Oktarini, 2026). Implementation of the program adhered to a systematic sequence comprising several meticulously planned stages to guarantee effective and meaningful learning outcomes, commencing with classroom instruction where students were introduced to vital speaking resources such as vocabulary, sentence structures, pronunciation, and strategies for organizing their ideas (Suprihatin & Kurniawan, 2023). During this initial phase, the instructor delivered clear, structured, and sequential explanations to assist students in establishing a robust foundational understanding, supplemented by

pertinent examples that demonstrated how the materials could be utilized in authentic communication contexts (Renita & Irawan, 2024). Furthermore, guided practice activities were integrated to promote active participation while enabling students to receive immediate feedback, which progressively facilitated the enhancement of their speaking performance in terms of linguistic accuracy, fluency, confidence, and clarity of expression (Yulita & Hertiki, 2023).

Figure 1. Classroom Instruction During Speaking Material Delivery

After the delivery of materials, students received examples of brief speaking videos intended to serve as references for enhancing their comprehension of the task and the anticipated performance criteria (Renita & Irawan, 2024; Diaz, Huda, & Oktarini, 2026). These examples demonstrated how concepts could be articulated in a clear, creative, and effective manner through short-video formats, while also highlighting essential components such as organization, pronunciation, fluency, and the application of suitable expressions. By engaging in careful observation, students were able to discern the critical features that contributed to successful speaking performances, including the methods speakers used to introduce topics, elaborate on ideas, and conclude their messages coherently (Hallinan & Nuraddin, 2024; Setiawan, Rahman, & Jupri, 2025). This process not only facilitated students' understanding of the expected results of the activity but also offered them practical models that could be tailored to their own projects. Consequently, students gained increased confidence in planning and producing their content, as they were provided with clearer guidance and tangible examples that bolstered the development of their speaking skills in a more organized and meaningful manner (Suprihatin & Kurniawan, 2023).

The subsequent phase entailed the creation of speaking videos centered around TikTok, wherein each student autonomously produced a video based on a specified theme (Renita & Irawan, 2024; Diaz, Huda, & Oktarini, 2026). This procedure enabled students to organize their thoughts, rehearse their presentations, and employ digital tools for recording, editing, and enhancing their performances within a more adaptable learning context. The chance to redo recordings provided students ample opportunity to assess their speaking abilities, rectify errors, and progressively enhance elements such as pronunciation, fluency, and overall self-assurance prior to submitting their final projects (Hidayat & Lolita, 2025). Furthermore, this phase motivated students to express themselves more creatively and innovatively when conveying their ideas, as they had the freedom to explore various styles, visuals, and methods of message delivery (Hallinan & Nuraddin, 2024). Consequently, the activity not only facilitated the advancement of speaking skills but also nurtured a sense of autonomy and involvement in the educational experience without introducing unnecessary repetition or complexity (Setiawan, Rahman, & Jupri, 2025).

Figure 2. Students Creating TikTok-Based Speaking Videos

The evaluation of the activity was performed utilizing descriptive and observational methods to monitor students' progress throughout the educational process (Suprihatin & Kurniawan, 2023; Diaz, Huda, & Oktarini, 2026). The assessment focused on students' involvement, their level of engagement at each phase, their capacity to articulate ideas clearly and coherently, and their overall confidence in verbal communication. Furthermore, reflective activities were implemented to obtain a deeper understanding of students' perceptions, challenges, and perceived advancements following the completion of the tasks (Hidayat & Lolita, 2025; Renita &

Irawan, 2024). These reflections yielded valuable qualitative data that corroborated the observational findings and assisted in pinpointing areas for development. The results suggested that the incorporation of TikTok as a learning tool positively influenced students' speaking abilities, while also fostering a more engaging, interactive, and meaningful educational experience without introducing unnecessary repetition or complexity (Hallinan & Nuraddin, 2024).

Result

The community service initiative that employs TikTok as a digital educational tool effectively engaged senior high school students in activities designed to enhance their English speaking abilities. The approach was organized into several interconnected phases, which included classroom teaching, viewing model videos, creating individual TikTok videos, participating in peer feedback sessions, and engaging in reflective discussions. Each phase was deliberately crafted to offer students significant opportunities to not only improve their language skills but also to foster autonomy, creativity, and confidence in utilizing English in real-world situations. By incorporating well-known digital platforms into the educational framework, students were motivated to explore multimodal communication, integrating verbal expression with gestures, visuals, and textual components, thereby enriching the overall learning experience and enabling them to investigate various methods of conveying meaning (Hartini, Novari, & Munawaroh, 2023; Oktavena, Maisaroh, & Pradana, 2024). Furthermore, the program highlighted the importance of iterative practice, allowing students the opportunity to review, refine, and enhance their speaking performances through repeated engagement with tasks, thus reinforcing both skill acquisition and self-efficacy within a supportive environment (Siregar, Heridayani, Sari, & Wariyati, 2025; Dewi, 2025). This holistic approach also nurtured a sense of responsibility and ownership over the learning journey, encouraging students to actively participate in planning, executing, and reflecting on their work while simultaneously cultivating collaboration and social interaction skills that are vital for effective peer learning (Yulita & Hertiki, 2023).

Throughout the implementation phase, students were actively engaged in every stage. Instruction in the classroom facilitated their comprehension of vocabulary, pronunciation, sentence structures, and methods for organizing ideas. Watching model videos offered clear illustrations of effective speaking performances, allowing students to visualize the anticipated outcomes. In creating their own TikTok videos, students exhibited enhanced confidence, fluency, and creativity (Hartini, Novari, & Munawaroh, 2023; Rohman & Ulfa, 2024). Peer feedback sessions fostered collaboration, enabling students to provide and receive constructive feedback while reflecting on their speaking skills (Oktavena, Maisaroh, & Pradana, 2024; Siregar, Heridayani, Sari, & Wariyati, 2025). Ultimately, reflective discussions created opportunities for students

to share their experiences, address challenges, and consolidate their learning, thereby promoting critical thinking and self-assessment (Dewi, 2025; Yulita & Hertiki, 2023). The integration of structured guidance, practical application, and reflective opportunities empowered students to gradually internalize effective speaking strategies, adapt to diverse communicative contexts, and enhance both their individual competencies and collective learning dynamics in a manner that was engaging and sustainable throughout the program.

The program also facilitated significant social transformations. Students exhibited increased self-confidence, engaged actively in group discussions, and participated in collaborative learning. Informal peer leaders naturally emerged, guiding their classmates and fostering a supportive learning atmosphere. Furthermore, students became more cognizant of the importance of incorporating digital platforms into their educational experiences, demonstrating enthusiasm for ongoing practice and self-improvement (Adhani, Fadhillah, Yahya, & Apoko, 2023; Yulita & Hertiki, 2023). The exposure to a digital learning environment motivated students to take initiative in organizing their tasks, experimenting with innovative strategies, and seeking constructive feedback from both peers and instructors, thereby contributing to a culture of mutual support and shared responsibility (Siregar, Heridayani, Sari, & Wariyati, 2025; Dewi, 2025). Additionally, the program fostered reflective thinking, as students consistently assessed their own performances and those of their peers, identifying strengths and areas for enhancement in a structured yet adaptable manner (Hartini, Novari, & Munawaroh, 2023; Rohman & Ulfa, 2024). These experiences not only bolstered their interpersonal and communicative abilities but also nurtured a mindset geared towards lifelong learning, adaptability, and self-directed growth. Overall, the initiative not only improved speaking skills but also enhanced motivation, creativity, autonomy, and collaborative behavior among participants, while simultaneously strengthening their capacity to navigate social interactions, embrace leadership roles, and actively contribute to a positive and inclusive learning community (Oktavena, Maisaroh, & Pradana, 2024; Adhani, Fadhillah, Yahya, & Apoko, 2023).

The dynamics of the assistance process and the observed social changes are summarized in Table 1 below:

Table 1. Results of the Community Service Program

Activity	Description of Action	Observed Social Change / Impact
Classroom Instruction	Introduction of vocabulary, pronunciation, sentence structures, and strategies for organizing ideas.	Students gained foundational knowledge, showed increased readiness to participate in speaking tasks, and built initial confidence.
Model Video Demonstration	Observation of sample speaking videos illustrating clarity, fluency, and creative delivery.	Students understood performance expectations, became motivated to produce their own content, and developed awareness of effective speaking strategies.
Individual TikTok Video Production	Students created their own short videos on assigned themes, with opportunities for re-recording and self-assessment.	Improved speaking fluency, confidence, creativity, and autonomy; students experimented with different ways of expressing ideas.
Peer Feedback Session	Students provided constructive feedback to classmates' videos and reflected on their own performances.	Emergence of informal peer leaders, strengthened collaboration, improved critical thinking, and enhanced self-awareness.
Reflective Discussion	Group discussion on experiences, challenges, and lessons learned from video creation and feedback.	Increased engagement, proactive participation, enhanced motivation, and greater awareness of technology-supported learning.

This comprehensive presentation illustrates how activities centered around TikTok effectively enhanced students' language skills and social interactions. The initiative created a learning atmosphere that linked digital proficiency with significant educational experiences, allowing students to actively engage in English practice,

boost creativity, and cultivate collaborative abilities within a supportive and interactive framework (Oktavena, Maisaroh, & Pradana, 2024; Siregar, Heridayani, Sari, & Wariyati, 2025). In addition to the immediate improvements in language skills, the program motivated students to participate in self-evaluation and ongoing development, as they reviewed their performances, recognized personal strengths and weaknesses, and devised strategies to enhance their communication (Hartini, Novari, & Munawaroh, 2023; Dewi, 2025). The integration of technology-driven tasks and teamwork activities also fostered a more profound comprehension of audience awareness, message clarity, and effective communication, enabling students to tailor their speech to various contexts and peer expectations (Yulita & Hertiki, 2023; Adhani, Fadhillah, Yahya, & Apoko, 2023). Moreover, the program supported the development of crucial 21st-century competencies, such as digital literacy, problem-solving, time management, and peer mentoring, which together contributed to a more resilient and resourceful learning approach. By incorporating these components, the initiative not only enhanced students' practical speaking skills but also encouraged their ability for critical thinking, creative exploration, and active participation in both academic and social settings, leading to a holistic and lasting transformation in their overall educational journey (Rohman & Ulfa, 2024; Siregar, Heridayani, Sari, & Wariyati, 2025).

Discussion

The results of this community service project demonstrate that the use of TikTok- based activities has played a crucial role in enhancing students' English speaking skills and their social learning behaviors. The program's structured phases offered students the chance to actively participate in authentic speaking tasks, which is consistent with research indicating that digital platforms like TikTok can effectively supplement EFL speaking skills by boosting motivation, vocabulary usage, fluency, and confidence (Annapis, 2024; Habibillah & Martriwati, 2025). In addition to the immediate gains in language performance, the program also promoted experiential learning, allowing students to try out different speaking strategies, observe the results of various communication methods, and modify their delivery in real-time. By incorporating creative aspects such as gestures, visual aids, and thematic content into their TikTok videos, learners were able to enhance their comprehension of language structures and contextual expression, thus fostering more meaningful and lasting learning outcomes. Moreover, the iterative process of video creation, which included opportunities for recording, reviewing, and revising, motivated students to engage in self-directed practice, promoting autonomy and strengthening their capacity to monitor and regulate their own learning processes. This blend of guided instruction, practical experience, and reflective engagement not only improved students' speaking proficiency but also bolstered their problem-solving skills, decision-making capabilities, and confidence in navigating various communicative situations in both

academic and social settings.

During the implementation phase, students exhibited heightened engagement and a greater willingness to practice English through the production of short videos. This observation aligns with the findings of Siregar et al. (2025), which indicate that learners utilizing TikTok participate more actively in pronunciation exercises and fluency drills, attributed to the platform's interactive and low-pressure atmosphere (Jurnal Perma Pendis Sumatera Utara). This evidence supports the idea that meaningful interaction with digital media can alleviate communicative anxiety and encourage ongoing practice, which is essential for the development of oral skills (Yulita & Hertiki, 2023). Furthermore, TikTok's use prompted learners to investigate various strategies for articulating their ideas in a clear and creative manner, enabling them to experiment with different intonations, speech rhythms, and expressive techniques while feeling at ease in a familiar digital environment. The platform's capacity to integrate visual, auditory, and textual components significantly improved students' understanding and retention, allowing them to engage with the language in a more comprehensive and contextually enriched way. Through the processes of repeatedly recording, reviewing, and refining their videos, students not only enhanced their linguistic precision and fluency but also cultivated increased self-awareness, reflective thinking, and resilience in addressing the challenges related to public speaking. The program's collaborative element, where students observed and offered constructive feedback to their peers, nurtured a sense of collective responsibility and mutual support, which reinforced positive learning behaviors, strengthened social connections, and inspired learners to persist in honing their speaking abilities beyond the confines of structured classroom activities.

From a theoretical standpoint, the efficacy of TikTok within the educational framework can be analyzed through the lens of sociocultural theory, which underscores the significance of social interaction and scaffolding in the learning process. Vygotsky's model posits that learners advance when they engage with tasks that are slightly more challenging than their current abilities, aided by the support of peers and educators. In this initiative, peer feedback sessions and collaborative reflection served as social scaffolds that empowered students to internalize linguistic structures and performance strategies, which corresponds with the observed rise of informal peer leaders who enhanced group participation. These peer-led interactions not only facilitated the acquisition of accurate language forms but also nurtured a collaborative culture where learners felt encouraged to exchange ideas, negotiate meaning, and critically assess both their own and their peers' performances. Furthermore, the self-regulated learning elements evident in students' iterative video production practices echo findings from Habibillah and Martriwati (2025), indicating that learners utilizing TikTok engage in self- monitoring and self-correction strategies to enhance their speaking outcomes. The cyclical process of planning, recording,

reviewing, and revising videos prompted students to establish personal goals, pinpoint areas for improvement, and independently implement corrective actions, thereby strengthening metacognitive awareness and fostering ongoing skill development. Additionally, this amalgamation of social scaffolding and self-regulated practice led to greater learner autonomy, resilience in facing speaking challenges, and increased confidence, illustrating how digital media platforms can concurrently support cognitive, social, and emotional aspects of language learning within a structured yet adaptable educational setting.

The documented social changes, including improved collaboration, the emergence of leadership, and proactive participation, align with existing research on the role of social media in language acquisition. The interactive capabilities of TikTok not only facilitate communicative practice but also allow learners to observe, imitate, and enhance their language skills through repeated interactions with peers' content (Annapis, 2024). This phenomenon illustrates concepts from social learning theory, wherein learners emulate behaviors they witness within a community, thereby reinforcing both their linguistic and social abilities. In addition to the immediate linguistic benefits, these social interactions have nurtured a supportive peer culture, enabling students to comfortably share ideas, provide constructive feedback, and take initiative in collaborative tasks. The vibrant exchange of strategies and performance techniques has encouraged learners to explore new modes of expression, adapt to various communication contexts, and internalize effective speaking habits through ongoing observation and practice. Furthermore, the integration of peer modeling, collaborative reflection, and sustained digital engagement has led to the rise of informal leadership, where certain students naturally take the lead in discussions, inspire their peers, and facilitate learning processes. These leadership roles not only improved the overall performance of the group but also bolstered participants' confidence, accountability, and sense of social responsibility. As a result, these experiences demonstrate how technology-enhanced learning can foster both cognitive and socio-emotional development, merging skill acquisition with the cultivation of autonomy, interpersonal skills, and a collaborative mindset within educational settings.

Furthermore, the incorporation of digital learning platforms cultivates multimodal learning experiences where audiovisual, textual, and performative components merge, thereby enhancing cognitive processing and the construction of meaning. The utilization of TikTok videos enabled students to integrate these modalities, which not only bolstered comprehension but also inspired learners to delve into creative expressions, thereby reinforcing their autonomy and engagement. By integrating visual storytelling, background music, captions, and dynamic editing into their speaking assignments, students could explore various methods of conveying meaning, which enhanced both their linguistic and presentation abilities. This

approach encouraged learners to take charge of their education, make independent choices regarding content and style, and critically assess the effectiveness of their communication. Moreover, these multimodal practices fostered deeper cognitive engagement, as students needed to combine language production with visual planning, timing, and audience awareness, thereby promoting higher-order thinking skills such as analysis, synthesis, and evaluation. These results are consistent with broader research on the beneficial effects of social media on language learning, which underscores enhancements in motivation, vocabulary acquisition, and communicative competence when digital tools are intentionally integrated (Ningrum & Apoko, 2025; Rosa & Suhartatik, 2025). Additionally, the adaptable and interactive characteristics of TikTok permitted learners to practice repeatedly at their own pace, thus alleviating performance anxiety, enhancing persistence in skill development, and encouraging sustained engagement beyond the confines of the structured classroom setting.

the community service initiative illustrated that the intentional incorporation of social media technologies, such as TikTok, into language education can effectively connect students' digital habits with formal academic instruction. This strategy not only improved speaking skills but also fostered collaborative behaviors, self-directed learning, and heightened motivation—essential elements that contribute to enduring educational success in the digital era. Beyond immediate language improvements, the program promoted vital social and cognitive abilities, including problem-solving, peer leadership, reflective thinking, and adaptability, which are crucial skills for learners in the 21st century. By offering students chances to participate in genuine, multimodal, and interactive activities, the initiative encouraged ongoing practice, experimentation, and creativity, while also fostering responsibility and independence in managing their learning experiences. Additionally, the integration of peer observation, iterative content development, and feedback mechanisms supported the assimilation of effective communication techniques and bolstered both confidence and resilience in using English across diverse contexts. Altogether, these results underscore how carefully crafted technology-enhanced interventions can establish comprehensive learning environments that simultaneously advance linguistic skills, social-emotional growth, and digital literacy, ensuring that students are well-equipped to meet the challenges of modern education and global communication.

Conclusion

The community service initiative that employs TikTok as a digital learning tool has shown a notable positive effect on the English speaking abilities, creativity, independence, and collaborative skills of senior high school students. The program's organized phases, from classroom teaching to observing model videos, producing individual videos, providing peer feedback, and engaging in reflective discussions,

allowed students to participate actively, practice iterative learning, and assimilate effective speaking techniques. The findings suggest that the combination of familiar digital platforms with pedagogical support enhances both linguistic growth and social skills, reinforcing theoretical frameworks on multimodal learning and self-regulated learning within EFL environments (Hartini, Novari, & Munawaroh, 2023; Oktavena, Maisaroh, & Pradana, 2024). Students' confidence, fluency, and involvement were significantly improved through the chance to create and refine TikTok videos, illustrating the benefits of technology-enhanced, participatory learning settings in fostering student- centered results (Siregar, Heridayani, Sari, & Wariyati, 2025; Dewi, 2025).

From a theoretical perspective, the results are consistent with constructivist theories, emphasizing that significant learning takes place when students are actively engaged, reflect on their experiences, and receive collaborative feedback. The program's incorporation of digital tools also aligns with modern theories of digital literacy and the development of 21st-century skills, highlighting that the use of technology in authentic communicative tasks can improve both language skills and interpersonal abilities (Yulita & Hertiki, 2023; Rohman & Ulfa, 2024). Additionally, the initiative emphasizes the necessity of granting learners autonomy and opportunities for iterative practice, which fosters self-efficacy, critical thinking, and creative expression, ssential components of contemporary EFL teaching. Regarding practical suggestions, educators are advised to integrate short-video platforms like TikTok into

Acknowledgements

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