

**STUDENTS' PERCEPTIONS OF TIKTOK USE IN
ENHANCING ENGLISH SPEAKING AND CREATIVE
THINKING SKILLS IN VOCATIONAL HIGH SCHOOL**



Intelligentia - Dignitas

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ABSTRACT

Sara Fitriani. 2026. *Students' Perceptions of TikTok Use In Enhancing English Speaking and Creative Thinking Skills in Vocational High School.* A Skripsi. English Language Education Study Program, Faculty of Language and Arts, State University of Jakarta.

TikTok has become one of the most widely used social media platforms among Indonesian students, with 222.58 million users as of April 2026, making Indonesia the country with the largest TikTok user base globally. Despite its growing popularity in educational settings, existing studies have primarily focused on TikTok for writing skills (Syaifuddin, Abdi, Nabilah, Larassati, & Lazuardiyah, 2021), pronunciation (Pratiwi, Ufairah, & Sopiah, 2021), and general EFL classroom perspectives (Yang, 2020), with none simultaneously examining students' perceptions of TikTok in enhancing both English speaking and creative thinking skills within the Indonesian vocational high school context. Using a quantitative survey design, data were collected through questionnaires distributed to 230 10th grade students at SMKN 2 Jakarta from five departments: accounting, retail business, office management, visual communication design, and software engineering. The questionnaire was developed based on the Cognitive-Affective-Conative (CAC) model by Schiffman and Kanuk (2004), speaking skill indicators by Brown (2001), and creative thinking indicators by Greenstein (2012), with data analyzed using SPSS. The results revealed that students held consistently positive perceptions toward TikTok use in both variables. For English speaking skills, the highest positive response was recorded for vocabulary at 91.3%, followed by sentence structure at 90.0%, pronunciation at 89.6%, intonation and stress at 88.7%, and tenses at 82.2%. For creative thinking skills, flexibility received the highest response at 90.4%, followed by imagination at 90.0%, curiosity and elaboration both at 88.2%, problem-solving at 87.9%, fluency at 87.8%, creativity and self-expression at 85.6%, originality at 85.2%, and confidence at 83.9%. These findings suggest that students perceive TikTok not merely as an entertainment platform but as a meaningful medium for language learning, highlighting the potential for educators and policymakers to integrate TikTok into English language curricula to foster more innovative and creative learning experiences.

Keywords: perception, TikTok, creative thinking skills, speaking skills

ABSTRAK

Sara Fitriani. 2026. *Students' Perceptions of TikTok Use In Enhancing English Speaking and Creative Thinking Skills in Vocational High School*. Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

TikTok telah menjadi salah satu platform media sosial yang paling banyak digunakan di kalangan pelajar Indonesia, dengan 222,58 juta pengguna per April 2026, menjadikan Indonesia sebagai negara dengan pengguna TikTok terbanyak di dunia. Meskipun popularitasnya dalam dunia pendidikan terus meningkat, penelitian yang ada selama ini lebih banyak berfokus pada penggunaan TikTok untuk keterampilan menulis (Syaifuddin et al., 2021), pengucapan (Pratiwi et al., 2021), dan perspektif umum dalam pembelajaran bahasa Inggris sebagai bahasa asing (Yang, 2020), tanpa ada yang secara bersamaan mengkaji persepsi siswa terhadap penggunaan TikTok dalam meningkatkan keterampilan berbicara bahasa Inggris dan berpikir kreatif dalam konteks sekolah menengah kejuruan di Indonesia. Dengan menggunakan desain survei kuantitatif, data dikumpulkan melalui kuesioner yang dibagikan kepada 230 siswa kelas X di SMKN 2 Jakarta dari lima jurusan: akuntansi, bisnis ritel, manajemen perkantoran, desain komunikasi visual, dan rekayasa perangkat lunak. Kuesioner dikembangkan berdasarkan model Cognitive-Affective-Conative (CAC) oleh Schiffman dan Kanuk (2004), indikator keterampilan berbicara oleh Brown (2001), dan indikator berpikir kreatif oleh Greenstein (2012), dengan data dianalisis menggunakan SPSS. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif yang konsisten terhadap penggunaan TikTok pada kedua variabel. Untuk keterampilan berbicara bahasa Inggris, respons positif tertinggi tercatat pada pengembangan kosakata sebesar 91,3%, diikuti oleh penyusunan kalimat sebesar 90,0%, pengucapan sebesar 89,6%, intonasi dan penekanan sebesar 88,7%, serta tense sebesar 82,2%. Untuk keterampilan berpikir kreatif, fleksibilitas mendapat respons tertinggi sebesar 90,4%, diikuti oleh imajinasi sebesar 90,0%, rasa ingin tahu dan elaborasi masing-masing sebesar 88,2%, pemecahan masalah sebesar 87,9%, kelancaran sebesar 87,8%, kreativitas dan ekspresi diri sebesar 85,6%, orisinalitas sebesar 85,2%, serta kepercayaan diri sebesar 83,9%. Temuan ini menunjukkan bahwa siswa memandang TikTok bukan sekadar platform hiburan, melainkan sebagai media pembelajaran bahasa yang bermakna, sehingga membuka peluang bagi pendidik dan pembuat kebijakan untuk mengintegrasikan TikTok ke dalam kurikulum bahasa Inggris guna mendorong pengalaman belajar yang lebih inovatif dan kreatif.

Kata kunci: persepsi, TikTok, keterampilan berpikir kreatif, kemampuan berbicara

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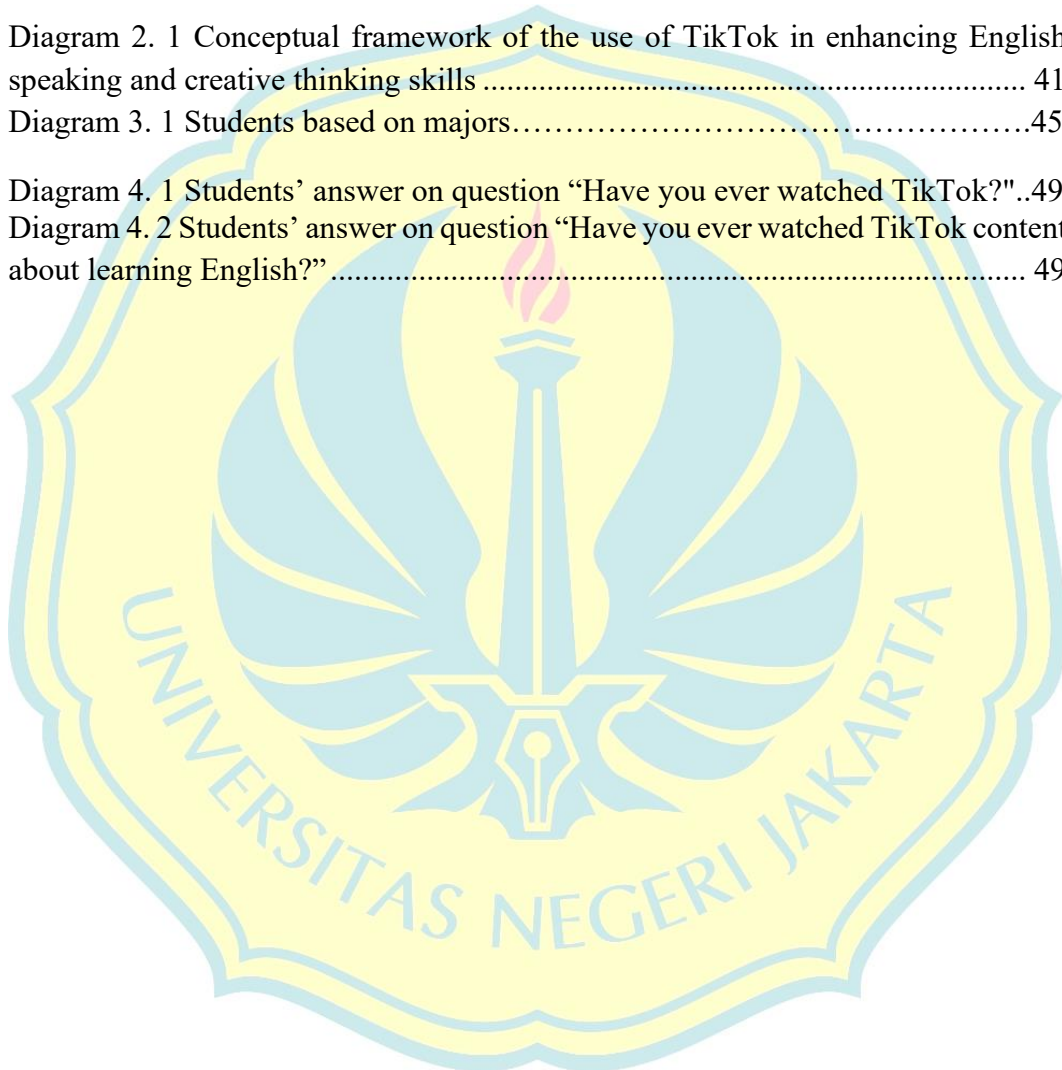
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