

CHAPTER VI

CONCLUSION

This chapter consists of two parts, the conclusion and suggestions. The conclusion section presents the summary from the findings of this research, while the suggestions section provides recommendations addressed to future researchers, teachers, and related stakeholders, with the aim of improving similar studies and applying the research findings in educational settings.

A. Conclusion

Judging from the findings and discussion in the previous chapter, the result of the first hypothesis testing showed that the correlation between students' perceptions on TikTok content and listening comprehension has significance value 0.152, which is higher than 0.05, it means that H_0 is accepted and H_a is rejected. This indicates that there is no significant correlation between students' perceptions on TikTok content and listening comprehension. The result of the second hypothesis testing showed that the correlation between students' self-efficacy and listening comprehension. The significance value is 0.908, which is higher than 0.05, it means that H_0 is accepted and H_a is rejected. This indicates that there is no significant correlation between students' Self-efficacy and listening comprehension. The result of the last hypothesis testing showed that $\text{Sig. } 0.152 \text{ and } 0.908 > 0.05$, which means that the correlation among students' perceptions on TikTok content, self-efficacy and listening comprehension is no significant and H_a is rejected and H_0 is accepted.

The results of this study found that the effects of TikTok content and self-efficacy levels were not directly correlated with listening comprehension ability in the context of English language learning. This finding suggests that other factors may play a more significant role in influencing students' listening ability or that there is bias in this study. This study encourages re-examination of models linking social media, self-efficacy, and language learning. It may be necessary to develop more complex models that consider mediating or moderating variables, such as learning strategies, intrinsic motivation, or individual learning styles. The results of this study can also contribute to media perception studies, where perceptions of media content are not always directly proportional to academic ability.

B. Suggestion

Based on the results of the study, the following suggestions given by researcher that are expected to provide benefits for the school and future research.

For teachers, the results of this study suggest that using TikTok content as an English learning aid may not directly improve students' listening skills. Therefore, teachers need to focus on teaching methods that are more proven to be effective, such as structured listening exercises, the use of authentic materials, and the development of listening strategies. Or if you still want to use TikTok as a teaching medium, teachers must be more careful in choosing content that focuses on English material and pay more attention to students' FYP when studying.

Students need to be encouraged to develop self-awareness about the effectiveness of their learning strategies. They should not rely on social media as the only source of learning, but should look for methods that suit their learning style. It would be better if students also use TikTok as a medium for sharing the English knowledge they have learned and can share it on TikTok so that it can also be useful for other students.

Educational institutions may consider organizing workshops or training on the development of effective listening skills, which focus not only on the use of technology, but also on the development of cognitive and metacognitive strategies.

This research suggests that future research should focus on other factors that influence students' listening abilities, such as the learning environment, or specific learning methods. For the use of TikTok media, researcher suggest that further research should focus on measuring the ability of students who are taught English material using TikTok content.