

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the final part of the study, which includes the conclusion and suggestions derived from the findings and discussions in the previous chapters. The conclusion summarizes the overall results of the research, highlighting how English-language TikTok content contributes to students' self-confidence and speaking ability. Meanwhile, the suggestions are offered as practical recommendations for students, lecturers, content creators, and future researchers to optimize the pedagogical benefits of TikTok in English language learning.

A. CONCLUSION

This study concludes that English-language TikTok content has significant pedagogical potential in enhancing students' self-confidence and speaking ability, particularly among first and second-semester students in English Literature and English Education programs. Through the integration of quantitative and qualitative data, it is evident that TikTok functions as a motivating, accessible, and relatable platform that supports language learning beyond the traditional classroom setting. The majority of students frequently engage with English-language content on TikTok and perceive it as a valuable tool for developing their English-speaking competence. The findings indicate that students experience increased comfort and reduced anxiety when speaking English, which is largely attributed to the informal, low-pressure environment that TikTok provides. Exposure to confident content creators, short and clear explanations, and examples of real-life English communication have helped students strengthen their belief in their own abilities and overcome fear of making mistakes.

Moreover, the study demonstrates that TikTok facilitates practical development in several key aspects of speaking ability, including fluency, pronunciation, vocabulary acquisition, and idea generation. Students often imitate how creators speak, which enables them to adopt more natural

expressions and sentence patterns. They apply the phrases and vocabulary learned from TikTok in classroom discussions, presentations, and daily conversations. Many participants described how they built daily habits of engaging with English content on the platform, allowing them to practice spontaneously and independently outside of school hours. The short-video format was also found to help maintain attention and reinforce learning through repetition. In addition, students reported learning creative techniques such as shadowing, mimicking, and using duet features to practice speaking in a more engaging and personalized way. These strategies contributed to noticeable improvements in their speaking fluency, confidence, and motivation.

In conclusion, the findings of this study suggest that TikTok can be effectively utilized as an alternative media for English language learning, particularly in developing students' self-confidence and speaking performance. By integrating entertaining yet meaningful content into their daily routines, students can experience learning as something enjoyable and relevant to their personal interests. The platform fosters learner autonomy and supports informal language acquisition in a way that complements formal education. Educators are encouraged to acknowledge and integrate digital media like TikTok into language learning strategies to make instruction more student-centered and reflective of current technological trends. Future research is recommended to examine the long-term impacts of TikTok-based learning, explore its use in various educational contexts, and investigate the role of teacher guidance in maximizing the platform's pedagogical benefits.

B. SUGGESTION

Based on the findings of this study, several suggestions are proposed to maximize the pedagogical potential of English-language TikTok content in enhancing students' self-confidence and speaking ability.

a. For Students

Students are encouraged to take advantage of English-language TikTok content as a supplementary learning tool to improve their speaking

skills. By actively engaging with educational and conversational content, students can enhance their fluency, pronunciation, and vocabulary in an enjoyable and flexible manner. It is recommended that students not only watch videos passively but also participate through imitation, repetition, and content creation, which can foster greater confidence and reinforce speaking practice. Furthermore, students should develop self-awareness in filtering appropriate and relevant content that aligns with their learning goals and avoid distractions that may reduce their focus or time management.

b. For Lecturer

Lecturers are advised to recognize the learning habits of their students in the digital age and explore ways to incorporate English-language TikTok content into instructional practices. By integrating short video content into speaking activities, class discussions, or assessments, lecturers can create a more relatable and engaging learning environment. It is also beneficial to provide guided analysis of TikTok content, such as reviewing pronunciation or vocabulary use, to ensure academic alignment and meaningful learning outcomes. Encouraging students to reflect on what they learn from digital platforms can bridge the gap between informal learning and formal classroom objectives.

c. For English-Language TikTok Content Creators

Content creators who produce English-language materials on TikTok are encouraged to maintain the quality, clarity, and educational value of their content. By designing videos that are accurate, contextually appropriate, and pedagogically sound, creators can contribute positively to language learners' development. Creators should consider providing subtitles, explanations of phrases, or breakdowns of expressions to enhance comprehension. Moreover, engaging formats such as storytelling, dialogue simulations, or pronunciation guides can be especially effective in supporting language learners across different proficiency levels.

d. For Future Researchers

Future researchers are recommended to expand the scope of investigation by exploring the long-term impacts of TikTok usage on different language skills and learner demographics. Comparative studies involving other platforms such as YouTube, Instagram Reels, or educational podcasts can offer broader insights into the role of digital media in language learning. Additionally, qualitative studies with classroom interventions, experimental designs, or in-depth interviews may uncover more nuanced patterns of how students engage with content and transfer digital input into spoken language performance. Exploring the role of teachers as facilitators in guiding digital content use may also yield important implications for curriculum development.