

## CHAPTER V

### CONCLUSION AND SUGGESTION

This concluding chapter provides the conclusion derived from the study's results and following discussion. It also offers suggestions for various stakeholders based on the study's outcomes and limitations.

#### A. Conclusion

This study was aim to determine if a significant correlation exists among the frequency of watching English TikTok videos, listening comprehension, and vocabulary mastery of eleventh-grade students at MAN 1 Kota Kediri. Based on the statistical analysis of the data collected from the questionnaire and tests, a definitive conclusion can be drawn. The research findings reveal a Spearman's rho correlation coefficient of  $r = 0.083$  with a significance value of 0.449, which is greater than 0.05. This result indicates that the null hypothesis ( $H_0$ ) is accepted, and the alternative hypothesis ( $H_a$ ) is rejected. Therefore, it can be concluded that there is no significant correlation between the frequency of watching English TikTok videos and the students' English receptive ability as measured by a composite score of listening comprehension and vocabulary mastery. The correlation coefficient of 0.083 falls into the "very low" category, indicating an extremely weak relationship between the two variables. The positive direction of the coefficient suggests a negligible tendency, but statistically, it is not meaningful. This finding implies that simply increasing the frequency of watching English TikTok videos, without active engagement or structured learning strategies, does not contribute to measurable improvements in students' listening comprehension or vocabulary mastery. Other

factors, such as the quality of attention, prior English proficiency, or the type of content consumed, may play a more influential role in shaping these language skills.

## **B. Suggestion**

In light of the conclusion, various recommendations are provided for English teachers, students, curriculum developers, and future researchers.

### **1. For English Teachers**

Given the absence of a significant correlation, teachers should not rely solely on encouraging students to watch English TikTok videos more frequently as a strategy to improve listening and vocabulary. Instead, teachers are advised to provide structured guidance when incorporating TikTok content into their lessons. This can be done by designing active viewing tasks such as asking students to take notes of new vocabulary, summarize video content, or complete comprehension questions after watching. Teachers should also teach students how to engage actively with the content rather than passively scrolling.

### **2. For Students**

Students should be aware that simply watching English TikTok videos often does not automatically lead to better listening comprehension or vocabulary mastery. It is recommended that they adopt more intentional learning strategies when using TikTok for language learning. For example, they may replay difficult segments, turn on subtitles, look up unfamiliar words, and practice pronouncing new phrases. Passive consumption without active engagement is unlikely to produce significant language gains.

### **3. For Curriculum Developers**

The findings of this study suggest that TikTok should not be treated as a standalone tool for improving listening and vocabulary skills. Curriculum developers should consider integrating social media content like TikTok only as a supplementary resource within a broader, well-structured pedagogical framework. Any integration should be accompanied by clear learning objectives, teacher-led reinforcement, and assessment mechanisms to ensure that students benefit meaningfully from the exposure.

### **4. For Future Researchers**

This study provides a foundation for further investigation into the relationship between watching English TikTok videos and language skills. Since the present research employed a correlational design and found no significant correlation, future researchers are encouraged to conduct experimental or quasi-experimental studies to control the type of English TikTok content consumed by participants by ensuring that the videos watched are aligned with the specific vocabulary and listening topics covered in the assessment instruments. This can be done by providing a curated list of recommended English TikTok accounts or content categories that correspond to the curriculum, so that the exposure students receive is directly relevant to what is being measured. An experimental approach would allow for greater control of variables and help establish causality.

In addition, future studies should investigate mediating variables beyond frequency, such as active engagement strategies (e.g., note-taking, repetition,

shadowing), prior English proficiency, or the type of TikTok content consumed (educational versus entertainment). Employing mixed-method approaches that combine questionnaires and tests with interviews or observations would provide deeper insights into how and why some students benefit from TikTok while others do not.

Future researchers are suggested to use a more precise measurement of viewing habits by including specific durational indicators in the questionnaire, such as the number of hours or minutes spent watching English TikTok videos per day or per week, rather than relying solely on general frequency options such as "never," "seldom," or "always." This would allow for a more accurate and sensitive measurement of students' actual TikTok exposure.

Future studies should consider applying stricter inclusion criteria by only including participants who meet a minimum threshold of English TikTok viewing frequency, such as watching at least once per week. Excluding participants with near-zero engagement would help ensure that the sample consists of students who have sufficient TikTok exposure to produce a detectable effect on their language skills.

Finally, replication of this study with a larger and more diverse sample across different schools, educational levels, and geographical contexts is strongly recommended to enhance the generalizability of the findings. A larger sample size would also increase statistical power, making it more likely to detect a significant correlation if one exists.