

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter summarizes the main findings of the study and presents the conclusions derived from the data analysis and discussion. The conclusions address the research objectives and research questions of the study. Furthermore, this chapter offers several suggestions for students, educators, and future researchers to support the effective use of TikTok as a learning medium for developing English speaking skills.

#### **A. Conclusion**

The findings of this study showed that English Education students at UIN Syekh Wasil Kediri had positive perceptions toward the use of TikTok for improving speaking skills. The overall mean score of the questionnaire results was categorized as positive, indicating that students perceived TikTok as a useful, interesting, enjoyable, and supportive platform for speaking learning activities.

Students believed that TikTok helped them learn speaking English more easily through various English-speaking contents available on the platform. In addition, TikTok was perceived as an engaging learning medium that provided opportunities for students to practice speaking outside the classroom. The respondents also showed positive participation in speaking activities through pronunciation imitation, communication practice, and interaction with English-speaking content on TikTok.

Overall, TikTok was perceived positively because it provided flexible access to speaking-learning materials and encouraged students to practice speaking more actively and independently.

The findings also revealed that students perceived several speaking skill aspects to be improved through TikTok. The respondents believed that TikTok contributed positively to the improvement of fluency, pronunciation, vocabulary mastery, comprehension of English expressions, and overall speaking ability.

Furthermore, TikTok also positively influenced students' motivation, confidence, independent learning, and engagement in speaking-learning activities. Students felt more motivated and confident in practicing speaking English after accessing English-speaking content on TikTok. In addition, students showed interest in participating actively through speaking-related activities and English-speaking content creation.

Therefore, the findings of this study indicate that TikTok may serve as a supportive informal learning platform for improving speaking skills among English Education students.

## **B. Suggestions**

Based on the conclusions above, the researcher would like to provide several suggestions for students, lecturers, and future researchers.

### **1. For Students**

Students are suggested to use TikTok wisely and positively as a learning medium, especially for improving speaking skills. Students can access English-speaking content, imitate pronunciation, learn vocabulary, and practice speaking independently through TikTok. In addition, students are encouraged to participate actively in speaking-related activities to improve their confidence and speaking ability.

### **2. For Lecturers**

Lecturers are suggested to consider integrating TikTok into speaking-learning activities as an alternative learning medium. Since students showed positive perceptions

toward TikTok, lecturers may use English-speaking videos, pronunciation content, or speaking challenges from TikTok to create more interactive and enjoyable learning experiences in the classroom.

### 3. For Future Researchers

Future researchers are suggested to conduct further studies related to TikTok and English language learning using different research methods, variables, or populations. Future studies may investigate the effectiveness of TikTok in improving other English skills such as listening, writing, or vocabulary mastery. In addition, future researchers may use experimental or mixed-method approaches to obtain deeper and more comprehensive findings regarding the use of TikTok in language learning.

### **C. Limitations of the Study**

This study has several limitations. First, this research was limited to English Education students at UIN Syekh Wasil Kediri who actively used TikTok and had experience accessing English-related content on the platform. Therefore, the findings cannot be generalized to students from other departments, universities, or educational levels.

Second, this study focused only on students' perceptions of using TikTok for developing speaking skills. It did not directly measure students' actual speaking performance through speaking tests, classroom observation, or interviews. Therefore, the results only reflect students' self-reported perceptions and experiences.

Third, this study only examined speaking skills and did not investigate other English language skills such as listening, reading, or writing. In addition, the speaking aspects discussed in this study were limited to the aspects included in the questionnaire, such as

fluency, pronunciation, vocabulary, comprehension, confidence, motivation, and engagement.

Finally, this study only focused on TikTok as the digital learning platform and did not compare it with other social media platforms such as Instagram, YouTube, or Facebook. Therefore, future researchers are encouraged to conduct broader studies by involving different participants, using additional research instruments, comparing several digital platforms, or measuring students' actual speaking performance more directly.