

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter will present the conclusions of the research and suggestions for English teachers, students, and researchers.

5.1 Conclusion

Based on the findings obtained from this research, there are significant differences in the English speaking skills of students who are taught using TikTok as a learning medium, with students who are taught using YouTube. Before being given treatment, the results of the pre-test in the experimental group had an mean score of 56.67, while in the control group it was 57.76. After being given treatment, the mean score obtained in the post-test experimental group was 70.06, while in the control group it was 60.41. The results of the post-test showed that the experimental group that was treated using TikTok as a medium for learning English had a higher mean score than the control group.

This study shows that the results of ANCOVA calculations have a significant value of less than 0.05 ($0.002 > 0.05$). These results indicate that the null hypothesis has been rejected and the alternative hypothesis has been accepted. The results of the post-test showed that there was a significant difference in scores between the experimental group and the control group. These results indicate that students in the experimental group who were taught using TikTok as a medium for learning English speaking got higher scores than students in the control group who were taught using YouTube. Therefore this study concludes that TikTok is an effective learning medium in teaching

speaking English in 11th grade at SMA Negeri 3 Kediri.

The material provided in this study and the teaching time in the research class were all determined by the curriculum and the supervising teacher of SMAN 3 Kediri. So this research has a shortage of time during the process of giving treatment. the research process was carried out during the fasting month of Ramadan, so that 1 hour lesson which should have been 45 minutes was required to be 25 minutes following the regulations from the curriculum of SMAN 3 Kediri. However, this study still succeeded in providing treatment in accordance with the treatment procedure presented in the lesson plan.

5.2 Suggestions

From the conclusions of the research above, here are some suggestions for English teachers, students, and future researchers:

1. English Teacher

In learning to speak English, the teacher should provide a learning process that allows students to participate actively and enthusiastically. Because of that the teacher should choose or provide effective learning media that students can use to increase their English speaking skills. TikTok can be one of the media that teachers can use in learning to speak English in class. Because TikTok provides many interesting features that students can use to practice speaking English. One example is using the duet feature on TikTok to try a challenge with native speakers, as has been tried in the treatment in this study. This can minimize student boredom and students can choose their own favorite speaking theme because on TikTok there are many accounts of learning English speaking with native speakers.

2. Student

Students can choose which English speaking learning media can help them to improve their English speaking skills personally. Through TikTok students will easily find things that have been taught or even that have not been taught at school regarding how to speak English properly.

3. Other Researchers

Other researchers who are interested in researching TikTok as a learning medium in improving students' English speaking skills can take advantage of the findings of this study regarding the benefits of the TikTok feature as a source of scientific reference in their own research.