

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the final explanation of the research conducted on the perceptions of students in the English Education Study Program at Widya Mandira Catholic University regarding the use of TikTok in developing reading skills. It presents the conclusions drawn from the findings and discussion in the previous chapter, along with suggestions for students, lecturers, and future researchers. This closing section is expected to offer an overview of how TikTok can be appropriately utilized in English language learning, particularly in enhancing reading skills.

5.1 Conclusion

Based on the results of the research that has been conducted, it can be concluded that students of the English Education Study Program at Widya Mandira Catholic University have a generally positive view regarding the use of TikTok in improving English reading skills. Most students perceive TikTok as an engaging and accessible platform that suits their learning preferences, especially through short videos and visuals. This is supported by findings showing that TikTok helps students enrich their vocabulary, understand sentence context, and recognize English pronunciation. Features such as automatic subtitles and narration further assist students in reading and comprehending content more effectively. Additionally, the concise and entertaining format of TikTok content makes students more enthusiastic about reading, compared to traditional methods such as reading textbooks or long passages.

However, students are also aware of the drawbacks of using TikTok as a learning medium. The findings indicate that there is a risk of distraction due to the abundance of entertainment content, lack of depth in very short videos, and the frequent use of slang or abbreviations that are not always clearly explained. Without proper content selection and self-discipline, TikTok can divert students from their learning goals. Therefore, while TikTok can be an effective tool to support English reading skills, it must be used wisely, with clear educational purposes, and in combination with more structured and formal learning methods. It serves best as a complementary resource, particularly for young learners who are familiar with digital media.

5.2 Suggestion

Based on the research results and conclusions previously described, the researcher provides the following suggestions:

1. For Students

Students are advised to use TikTok as an additional medium in improving English reading skills, not as the main learning resource. TikTok can help in expanding vocabulary, recognizing word pronunciation, and understanding sentences in everyday contexts. However, students need to be more selective in choosing the content they watch. It is better to follow educational accounts that specifically discuss English. Students should also manage their time using the app so that they are not distracted by entertainment content that is not related to learning. With the right and directed way, TikTok can be a fun and useful learning media.

2. Lecturers and Teachers

Lecturers and teachers are expected to be more open to the development of technology and social media, such as TikTok, because nowadays many students learn and seek information through digital media. Although TikTok is not an official learning media such as books or modules, this platform can be used as an interesting additional tool, especially to increase students' interest in reading English texts. Lecturers can utilize TikTok by selecting or recommending videos that are appropriate to the material being taught, such as videos that discuss English vocabulary, idioms, or sentences used in everyday situations. That way, students can see direct examples of their use in the form of videos that are interesting and easy to understand. In addition, lecturers can also use TikTok videos as material for class discussions. For example, students are asked to watch one short video, then discuss the meaning of the text or subtitles in the video. This method can help students understand English in a real context and make the learning process more fun and relevant to their lives who are familiar with social media.

3. University

Universities are expected to provide support for the use of digital media such as TikTok in the learning process. This support can be in the form of training or workshops for lecturers and students on the positive use of social media for education. Universities can also encourage the development of learning methods that are creative and in accordance with current student learning habits. Supported by the university, TikTok and other digital media can be optimally utilized as supporting media in language learning, especially in English reading skills.

4. Future Researchers

Future researchers are advised to develop this research with a wider scope. For example, the study could involve students from other universities, so that the results could reflect more diverse views. In addition, the study should not only focus on reading skills, but could also explore other English language skills, such as writing, speaking, or listening, which could also be affected by the use of TikTok. Future researchers could also use different research approaches, such as quantitative methods (using numbers and statistical data) or mixed methods (combining qualitative and quantitative approaches). This way, the research results will be more complete and in-depth. In addition, further research could compare whether TikTok is more effective than other digital learning media, such as YouTube or language learning apps.