

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The findings of this research offer significant implications in the field of English language education, particularly in understanding students' speaking performance, perceptions, and actual practices through the utilization of TikTok in an EFL university context.

First, EFL students' speaking proficiency is significantly shaped by internal psychological dynamics. The descriptive analysis reveals that although students possess strong learning motivation and high perceived usefulness of the language, their oral performance remains constrained by high levels of speaking anxiety and relatively low self-confidence. In the short monologue proficiency test, students achieved their highest score in message clarity, proving that linguistic limitations do not entirely impede their ability to convey core ideas. However, fluency, grammar, vocabulary range, and pronunciation still require targeted instructional support to achieve optimal oral proficiency.

Second, the utilization of TikTok as a digital learning tool proves effective for independent micro-learning, particularly in terms of receptive practice and material consumption. Students actively engage with short educational content such as pronunciation tips, brief dialogues, and daily

vocabulary building primarily through shadowing and repetition strategies. Nevertheless, the platform is less effective in encouraging productive language output, as the vast majority of students refrain from creating their own speaking content due to shyness and fear of negative peer evaluation in a public digital space. Consequently, technology-based learning tools must be complemented by interactive, in-class methods (such as role-playing) that offer a safe, real-time communicative environment.

Third, English speaking proficiency exerts a direct, meaningful influence on students' academic performance and social interactions. Academically, effective oral communication skills directly enhance presentation performance, classroom engagement, and academic achievements. Socially, strong speaking abilities facilitate interpersonal connection and peer interaction. Overall, combining engaging audiovisual digital tools with a supportive, low-anxiety classroom environment serves as the essential key to reducing psychological barriers, building self-confidence, and advancing the speaking competence of EFL learners.

B. Implication

The findings of this research offer significant implications in the field of English language education, particularly in understanding students' speaking performance,

perceptions, and practices through the integration of digital media in an EFL context.

First, the integration of TikTok as a self-directed learning tool allows students to engage with educational resources more actively and independently outside of formal instruction. By accessing short dialogues, language games, and pronunciation tips in advance, students can independently enrich their foundational linguistic knowledge, such as vocabulary and pronunciation accuracy. This suggests that mobile-assisted, technology-based independent practice can effectively support students' autonomous language acquisition and provide an instant sense of linguistic achievement in a less stressful environment.

Second, the study highlights the critical importance of balancing digital content consumption with interactive, real-world communication practice in developing students' speaking skills. While students came to recognize the high pedagogical value and vocabulary enhancement offered by the digital platform, a significant affective barrierspecifically high speaking anxiety remained the primary obstacle that prevented them from producing language actively or uploading their own video content. This implies that emotional readiness, self-belief, and psychological support are just as vital as technological exposure, meaning that students still require

safe, lower-anxiety discussion spaces before they can confidently step out of their role as passive viewers.

Third, the implication for teaching practice is that English instructors are encouraged to design structured and communicative classroom learning experiences that intentionally bridge the gap between digital exposure and active oral production. Teachers can utilize educational social media features as excellent supplementary tools to deliver engaging audiovisual inputs outside the classroom, but they must focus the valuable in-class sessions on guided face to face interaction, public speaking exercises, and continuous corrective feedback. This integrated pedagogical approach can help address students' public shyness and lack of confidence in language output more effectively.

Finally, for curriculum developers and education policymakers, this study suggests the strategic importance of incorporating structured technology-enhanced learning frameworks into speaking syllabi. Providing clear institutional guidelines, training for teachers in digital literacy, and fostering collaborative online learning communities are essential to ensure successful media implementation. Overall, the combination of independent digital tools, interactive real-world classroom practices, targeted teacher guidance, and a supportive learning environment can create a more holistic educational ecosystem that optimizes EFL students' speaking

performance, academic presentation confidence, and real-world social engagement.

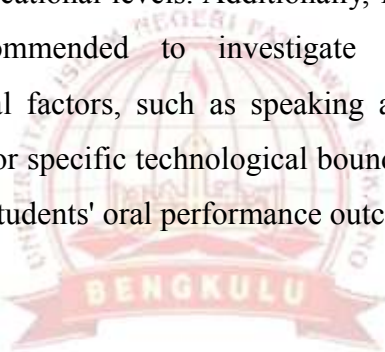
C. Suggestion

The following recommendations are proposed based on the main findings and interpretations of this study, in order to provide practical contributions for educators, curriculum designers, and future researchers in the field of English language teaching:

1. It is recommended for teachers to create a supportive and interactive learning environment that encourages students to step out of their comfort zone as passive viewers and actively participate in speaking activities. Providing a low-anxiety classroom atmosphere, real-world role-plays, and communicative group discussions is highly essential to reduce students' speaking anxiety and build their public confidence.
2. Instructional materials and tasks for speaking practice should be carefully designed to integrate digital media platforms like TikTok as effective supplementary tools. Learning activities should utilize practical, micro-learning units, authentic audio visual content, and pronunciation tips that match students' proficiency levels to optimize independent repetition (*shadowing*) outside of school hours.
3. The use of social media-based learning should be optimized by guiding students to shift from passive content

consumption to active language production. Teachers can design non-threatening digital projects, such as utilizing private interactive features, voice-over challenges, or duet functions, allowing students to practice speaking productively without the fear of being publicly judged or experiencing digital shyness.

4. Future researchers are encouraged to further explore the implementation of social media-based learning models through empirical or true experimental research designs in different educational levels. Additionally, future studies are highly recommended to investigate the impact of psychological factors, such as speaking anxiety and self-confidence, or specific technological boundaries like digital literacy, on students' oral performance outcomes.



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