

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the results of the research and statistical analysis, it can be concluded that the use of the TikTok application has a positive and significant effect on students' vocabulary mastery at the eighth grade of SMPN 5 Kota Bengkulu in the academic year 2024/2025. This result indicates that technology-based learning media can contribute positively to the learning process. This improvement is clearly shown by the increase in students' mean scores from the Pre-Test to the Post-Test. The mean score of the Pre-Test was 57.76 with a standard deviation of 23.150, while the mean score of the Post-Test increased to 72.36 with a standard deviation of 20.257, indicating a meaningful improvement after the implementation of TikTok-based learning. Furthermore, the significance value (Sig. 2-tailed) was 0.000, which is lower than 0.05, meaning that the improvement is statistically significant. This finding further confirms that the given treatment had a real impact on students' learning outcomes. The t-value of the Post-Test (20.521) was higher than the Pre-Test (14.332), and the regression analysis showed an F-value of 126.661 with a significance level of 0.000 and an R Square value of 0.803, indicating that 80.3% of the variance in students' Post-Test scores can be explained by their Pre-Test scores. Thus, the

statistical analysis supports the overall findings of the study. Therefore, it can be concluded that the TikTok application is effective in improving students' vocabulary mastery.

B. Implication

The findings of this research indicate that the TikTok application can be effectively used as a learning medium in teaching English vocabulary. The use of short and engaging videos makes the learning process more enjoyable and helps students feel more motivated to learn new vocabulary. This research also shows that integrating social media into the learning process can support students' learning, especially for junior high school students who are already familiar with digital platforms. In addition, this study implies that teachers can utilize technology to create a more interactive learning environment without relying solely on traditional teaching methods. Overall, the use of TikTok in vocabulary learning can help improve students' learning outcomes when it is used properly and in accordance with learning objectives.

Furthermore, the results of this study also emphasize that the use of technology-based learning media such as TikTok can serve as an innovative alternative to improve the quality of classroom learning. With proper planning and well-directed implementation, teachers can optimize the available features to support the achievement of students' competencies,

making the learning process more effective, relevant, and aligned with current developments.

C. Suggestion

Based on the results of this research, the researcher would like to give the following suggestions:

1. For Teacher

English teachers are suggested to use the TikTok application as an alternative learning medium in teaching vocabulary. Teachers should choose or create educational videos that are suitable for students' level and learning materials.

2. For Students

Students are encouraged to actively follow the learning process using TikTok by paying attention to the videos and practicing the vocabulary learned both inside and outside the classroom.

3. For Future Researches

Future researchers are suggested to conduct further studies with different research designs, larger samples, or longer treatment periods. They may also explore the use of TikTok to improve other English skills such as speaking, listening, reading, or writing.

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