CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

After the research data is analyzed in the previous chapter, this chapter will present conclusions and recommendations regarding student's' perception towards the use of TikTok to enhance vocabulary mastery.

A. Conclusions

This research is a qualitative case study research which aims: 1) to find out the student's perception towards the use TikTok to enhance English vocabulary mastery, 2) to identify the benefits, and 3) to identify the challenges obtained by them when they use TikTok to enhance English vocabulary mastery. In this research, the method used is descriptive qualitative with data collection techniques using semi-structured interviews directly with six students in the sixth semester who have been selected through combined purposive and snowball sampling techniques.

The results of this research show that English education department student's perception towards the use of TikTok to enhance their English vocabulary mastery has a positive thought and response. In their opinion, TikTok is a social media that has simple features, very easy to access and use TikTok can be a very interesting container or platform for learning vocabulary because the content delivered there is packaged in a way that is so creative, interesting, and innovative. According to them English educational video content, especially material about vocabulary that is there is very easy to understand, this is because the short and creative video format offered on TikTok often makes learning material more interesting and easy to digest, the findings also showed that they agreed that TikTok could enhance the amount of their vocabulary mastery, although the enhance was not significant directly, but there was still a new insight that they had received and gained. Furthermore, all of them agree that English teachers or lecturers can and even need to utilize the use of TikTok in teaching and learning activities because now we are in a digital era that has made TikTok a social media that is so popular in various circles, especially in generation Z.

Then, the benefits they get are that the students gain new insights into a vocabulary, enhance the vocabulary, know the meaning of new vocabulary, know the use of word classes, and know how to pronounce a word correctly. While the challenges are due to short videos, sometimes they feel that the explanation of the video content becomes

less in-depth, students' focus is sometimes easily distracted by other content, especially entertainment content and students feel confused about what accent is being used by content creators because not all creators declare themselves using what accent.

This research focuses more on exploring more deeply how English education department students perceptions of the use of TikTok to enhance their English vocabulary mastery and also to find out the benefits and challenges they experience in using TikTok for enhance English vocabulary mastery. Looking at the results of previous research such as research by Tommy Hastomo et al., and research by Simanungakalit and Katemba, it turns out that it is not much different from the results in this research which equally states that TikTok does have a positive perception in the views of students. Although the results of the research more or less state the same thing, there are still differences with previous research which are in the research location and informants where this research was conducted at an Islamic college in Kudus City with the informants being English education department students.

This research adds to empirical studies regarding the use of TikTok in English learning which focuses on the content of vocabulary material as an effort to enhance vocabulary mastery. Judging from the research results showing that there is a positive response and some benefits can also be obtained from it, both teachers and lecturers, as students in the English education department can optimize the use of TikTok to support English learning, including learning vocabulary and honing their English skills.

B. Recommendations

This research found that student's perception towards the use of tiktok in vocabulary mastery showed a positive perception, it was also found that they agreed that the use of TikTok can indeed enhance their vocabulary mastery. Seeing these results, the researcher provides recommendations including the following:

1. For English Educators

Based on research result and the fact that we are now in the digital era which requires educators to create creative, innovative, fun and not boring learning media to attract students' interest and attention, it is recommended that English educators can try to maximize the use and utilization of TikTok as an interesting new media in their learning including in teaching and learning vocabulary and honing other English language skills, this

recommendation is in line with the digital literacy policies and programs promoted by the Ministry of Education and Culture.

2. For English Education Department Students

For students in the English education department, because of its use of TikTok is very easy to access and can be used whenever and wherever it is and some benefits can be obtained if it is used positively. So, the researcher hopes that they can optimize using TikTok not only as a social media that is only used to share and update their lives but can also be used with other positive things such as additional information that may not be obtained during classroom learning and as a media tool to support them in learning and honing their English skills including in mastering vocabulary independently.

3. For Next Researcher

This research is only limited to vocabulary aspects and the number of informants, it would be better if the next researcher that researches the same topic, could develop new things related to the use of social media TikTok in teaching and learning English for other skills such as reading, writing, pronunciation, speaking, listening and others. Apart from that, research can also be carried out with a larger number of informants which may not only be carried out on English department students but also in other departments, for example by comparing them to see if there are different findings or not.