

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The findings of the research allow us to conclude that students who utilized the TikTok program as a medium for learning English had a favorable perspective of it. Nonetheless, the positive views expressed in the cover are largely consistent.

1. The favorable impression encompasses the students' motivation to learn English, their enjoyment of using TikTok to learn English whenever and wherever they choose, the TikTok app's user-friendliness and fun, and their discovery of idioms on the TikTok app. It showed that the students had a more favorable attitude. In conclusion, TikTok videos aided students' independent learning and were useful in learning English.
2. Students engage with TikTok content featuring English idiomatic expressions in various interactive and meaningful ways. Students are naturally attracted to TikTok videos because Some students are passive observers who like the videos, while others are more active participants who remark, save the videos for later use, or imitate the language in their own speech or video productions. Additionally, TikTok's algorithm continues to display related material, which helps students gradually learn more idioms. Students' comprehension may be enhanced in the classroom by being asked to examine or explain idioms they come across on TikTok. In addition to improving their ability to comprehend and listen, this interaction fosters confidence in their use of idioms in communication. In conclusion, TikTok is a fun and student-friendly

platform for learning idioms that combines language learning with entertainment.

3. Students view the advantages and difficulties of learning idioms on TikTok in light of how well the platform fits their cognitive commitment, digital behaviors, and learning preferences. Students see TikTok as a positive thing since it aligns with their regular media consumption: brief, visual, enjoyable material that feels organic and pleasurable. Compared to textbook-based education, the imaginative and practical use of idioms in videos helps students comprehend meanings and usage in a realistic setting, which enhances the learning experience's relevance and memorability. The platform, though, presents difficulties by its very nature. Due to distractions from irrelevant, non-educational information, certain students have difficulty maintaining attention. Others discover that TikTok presents idioms in an intriguing manner, but the explanations are frequently too superficial or lacking in detail, making it more difficult to grasp or use the terms effectively. These ideas capture the equilibrium between the driving force of digital media and the drawbacks of unstructured learning contexts. Students, in essence, view the advantages and difficulties in this manner because TikTok promotes interaction

5.2 Suggestion

Based on the research that has been done, the following recommendations can be made:

1. In general, eighth grade students at Andreas Junior High School view the use of the TikTok platform as a good way to learn English idioms. TikTok is a fun and interesting medium for many students because it makes learning idioms seem more organic and less frightening than traditional classroom approaches. Students

frequently claim that they have a better grasp of idioms when they are used in real-world scenarios, such as comedy routines, stories, or regular conversations in TikTok videos. Their ability to recall meanings and usage is enhanced by this visual and auditory exposure. After viewing the material, students are also encouraged to imitate or utilize idioms on their own, which improves their language skills and self-assurance.

2. Based on the way students engage with TikTok content featuring English idiomatic expressions it is advised that educators and content producers create TikTok videos that are more targeted, pedagogically sound, and fun as well as informative. The content should present idioms in practical contexts, backed up by straightforward explanations and examples, because students react favorably to humor, real-world application, and narrative formats. Additionally, teachers can foster active participation by instructing students to make their own short TikTok videos using particular idioms, which promotes learning through creativity and practice.

Furthermore, instructors might teach students how to choose and assess suitable TikTok content in order to reduce distractions and improve learning outcomes. The potential use of curated TikTok playlists or TikTok learning activities in the classroom to promote organized engagement could be examined in future research. In general, pairing students' intrinsic interest in the site with taught learning techniques can greatly enhance their idiomatic language and overall English fluency.

3. Teachers and researchers are create TikTok-based instructional activities that are guided, such as discussion starters, reflection assignments, or the usage of particular idiom-focused playlists. In addition, instructors should assist students in gaining

digital literacy abilities in order to differentiate between educational and entertainment material. Learning through TikTok can be made more efficient, meaningful, and targeted by addressing both the seen advantages and drawbacks, especially for middle school students who need both participation and organization in their language development.

