

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions based on the data collected by the researcher. In addition, the researcher also provides suggestions related to teaching speaking using Task-Based Learning integrated with TikTok videos for tenth-grade students of SMAN 1 Barat. The details of these conclusions and suggestions are explained as follows:

A. Conclusion

This study shows that the Task-Based Learning integrated with TikTok videos can be one of the teaching methods to encourage English speaking skills in tenth-grade students at SMAN 1 Barat. The learning process consists of three main stages: pre-activity, whilst- activity includes three steps of Task-Based Learning (pre-task, task cycle, language focus), and post-activity. Students showed increased engagement, interest, creativity, and participation in speaking lessons. However, some students faced challenges during the learning process, such as a lack of self-confidence, anxiety about making grammar or pronunciation mistakes, and a limited English vocabulary. To solve these problems based on the research findings, several solutions can be revealed during the learning process, such as:

1. The teacher can break tasks down into several stages
2. Imitating the pronunciation and repetitive practice from relevant TikTok videos

3. Learning new vocabulary through various learning resources
4. Optimizing the use of TikTok as a tool to support speaking skills

This study has several limitations, including its scope, which was limited to only one class, its focus on the topic of introducing myself; the short duration of study, and data collection techniques that relied on observation, interviews, and qualitative documentation, which may have been influenced by the researcher's subjectivity. Therefore, it is recommended that future research involve a larger sample, cover a variety of other topics, be conducted over a longer period, and utilize additional quantitative instruments to obtain more objective and comprehensive results.

B. Suggestion

1. For English Teachers

English teachers are encouraged to integrate Task-Based Learning with TikTok videos as an alternative instructional approach to enhance students' speaking skills. Through meaningful and communicative tasks supported by authentic TikTok content, students are provided with greater opportunities to practice speaking in realistic contexts while increasing their motivation and confidence in using English. To maximize learning outcomes, teachers should carefully select TikTok videos that are appropriate for students' proficiency levels, learning objectives, and classroom contexts.

Furthermore, teachers are recommended to design task sequences that follow the principles of Task-based Learning, including pre-task, task-cycle, and language focus activities. Such a structured implementation enables students to actively engage in communication, collaborate with peers, and

reflect on their language use. Teachers should also provide constructive feedback on students' pronunciation, vocabulary, fluency, and grammatical accuracy to support the continuous development of speaking competence.

2. For Students

Students are encouraged to actively participate in every stage of Task-Based Learning by completing speaking tasks collaboratively and independently. Active engagement throughout the learning process allows students to develop more confidence, improve fluency, and apply part of language learning and use teacher feedback as an opportunity for continuous improvement.

In addition, students are recommended to utilize TikTok not only as a source of entertainment but also as a learning resource outside the classroom. Watching English-language TikTok videos regularly can expose students to authentic pronunciation, vocabulary, expressions, and communication strategies used by native and proficient speakers. Students may also practice by creating their own short speaking videos, enabling them to evaluate their speaking performance and monitor their language development over time.

3. For Future Researchers

This study was conducted with tenth-grade students at SMAN 1 Barat and focused specifically on the implementation of Task-Based Learning integrated with TikTok videos for speaking skills. Therefore, the findings may not be fully generalizable to students from different educational levels, schools, or learning contexts. Future researchers are encouraged to involve

participants from various educational institutions and broader populations to increase the generalizability of the findings.

Future studies may also investigate the effectiveness of integrating Task-Based Learning with other social media platforms or digital learning applications, such as Instagram Reels, YouTube Shorts, or other video-based technologies. Comparing different digital media may provide deeper insights into the characteristics of instructional media that most effectively support students' speaking development and classroom engagement.

Future researchers are also encouraged to adopt mixed-methods research by combining qualitative and quantitative approaches. Integrating classroom observations and interviews with speaking performance tests and standardized assessment rubrics would provide richer and more comprehensive evidence regarding the effectiveness of the instructional approach.

Finally, future studies may explore additional variables that influence the success of Task-Based Learning integrated with TikTok videos, such as students' learning motivation, speaking anxiety, digital literacy, learner autonomy, and teachers' technological pedagogical competence. Investigating these factors would contribute to a more comprehensive understanding of how technology-supported Task-Based Learning can be implemented effectively in English language classrooms.