

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the result in chapter IV, the researcher concluded as follows:

1. Generally, the frequency of speaking-related activities in unconscious learning using TikTok at SMAN 6 Padang was sometimes level. It can be seen from the result of the finding that there were 13 students (38.2%) that had moderate frequency of speaking related activities in Unconscious Learning using TikTok.
2. The frequency of managing fluency in unconscious learning using TikTok at SMAN 6 Padang was at sometimes level. It can be seen from the result of the finding that there were 17 students (50%) that had sometimes frequency of using TikTok on managing fluency in speaking related activities in unconscious learning.
3. The frequency of using of correct grammar in unconscious learning using TikTok at SMAN 6 Padang was at sometimes level. It can be seen from the result of the finding that there were 16 students (47.1%) that had sometimes frequency of using grammar in speaking related activities in unconscious learning.
4. The frequency of managing pronunciations in unconscious learning using TikTok at SMAN 6 Padang was at sometimes level. It can be seen from the result of the finding that there were 18 students (82.9%) that had

sometimes frequency of using pronunciations in speaking related activities in unconscious learning.

5. The frequency of managing vocabulary in unconscious learning using TikTok at SMAN 6 Padang was at sometimes level. It can be seen from the result of the finding that there were 15 students (44.1%) that had sometimes frequency of using appropriate vocabulary in speaking related activities in unconscious learning.

5.2 Suggestions

Based on the conclusions, the researcher gives some suggestions for the teacher, students and future researcher as follows:

1. The English teachers are expected to revisit the importance of integrating technology tools and digital resources in teaching practice, especially the use of social media TikTok for speaking activity. The results can also guide curriculum design to supplement textbook material by integrating technology-based unconscious learning strategies.
2. The next researcher has to look more and investigated into TikTok effects on particular English skills and how to overcome difficulties that can come up when utilizing TikTok to teach speaking activity in unconscious learning in casual settings.
3. Students can use TikTok as a medium to help them learn English as a medium and students who use TikTok should more thoughtful about using TikTok for unconscious learning in speaking activity.

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*Proceedings of the 2021 International Conference on Enterprise
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