

CHAPTER V

CLOSURE

A. Conclusion

This study explored university students' experiences in using TikTok vlogs to develop their English public speaking skills through a Narrative Inquiry approach. By examining participants' personal narratives, the study provides an understanding of how TikTok vlogs supported their speaking development and confidence.

Regarding the first research question, the findings indicate that the participants experienced a gradual learning journey while using TikTok vlogs for English public speaking practice. Initially, they experienced anxiety and lack of confidence, mainly due to concerns about pronunciation, grammar, and negative evaluation from audiences. However, through repeated recording, careful preparation, and script-making, they gradually improved their speaking fluency, organization, and overall speaking performance. These experiences show that TikTok vlogs provided meaningful opportunities for reflective learning and continuous speaking practice.

Regarding the second research question, the findings reveal that participants developed greater confidence and speaking ability through repeated practice and social interaction. Feedback from lecturers, classmates, friends, and TikTok audiences encouraged them to evaluate and improve their speaking performance. Over time, the participants became more confident, more willing to communicate in English, and gradually developed stronger identities as English speakers.

Overall, this study concludes that TikTok vlogs can serve as an effective digital learning medium for developing English public speaking skills. Through repeated practice, preparation, reflection, and constructive feedback, the participants experienced continuous growth in both their speaking competence and confidence. Their narratives demonstrate that speaking development is a gradual process shaped by authentic learning experiences and meaningful social interaction.

B. Suggestions

Based on the findings of this study, several suggestions are proposed for students, English lecturers, future researchers, and educational institutions.

1. For University Students

Students are encouraged to use TikTok not only as a platform for entertainment but also as a medium for improving English public speaking skills. Creating English-speaking vlogs regularly can provide opportunities for repeated practice, self-reflection, and communication with wider audiences. Students are also encouraged to view mistakes as part of the learning process and to use feedback constructively to improve their speaking performance.

2. For English Lecturers

English lecturers are encouraged to integrate digital platforms such as TikTok into speaking courses as complementary learning media. TikTok vlog assignments may increase students' motivation, provide authentic communication opportunities, and create more engaging speaking activities. Lecturers are also encouraged to provide constructive feedback that supports students' confidence and speaking development.

3. For Educational Institutions

Universities are encouraged to support the integration of digital technology into English language learning by providing training, facilities, and learning environments that promote creative and technology-based instructional practices. The use of social media as an educational tool may contribute to the development of students' digital literacy, communication skills, and learner autonomy.

4. For Future Researchers

Future researchers are encouraged to explore the use of TikTok or other social media platforms in different educational contexts, language skills, or participant groups. Further Narrative Inquiry studies involving a larger number of participants may provide richer perspectives on students' language learning experiences. Future research may also investigate the long-term impact of digital content creation on learners' speaking proficiency, confidence, motivation, and identity development