

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the data analysis, the researcher concluded below :

1. Overall, the elements in the educational videos on the TikTok account @jagobahasa.com showed a significant match against the provided criteria by Brame. Criteria were available such as the application of segmenting, signaling, weeding, and matching modality provided cognitive load for students. the application of short videos, conversational language and talk swiftly with enthusiasm increased student engagement while teaching. Also, the use of interactive questions and features enhanced active learning for the viewers on this account. Only two points of active learning criteria were not discovered use guiding questions and make videos as homework.
2. The quality of the vocabulary teaching contents on the TikTok account @jagobahasa.com nearly comprehensive and almost met all criteria by Lopez such as teaching vocabulary frequency, range, availability and expediency, learnability, and cultural factors are effective materials for teaching vocabulary contents. There is only one criterion about specific needs or interests of learners was not taught.

**B. Suggestion**

1. It is fully suggested that students can use the TikTok application as a tool for learning English, especially the TikTok account @jagobahasa.com. In addition, it is also suggested that other English teachers can take advantages of this research for teaching English vocabulary with video.
2. On the other side, it is suggested that other researchers can use this study as a reference to conduct further research. The researcher suggested other researchers analyze other English Accounts on the TikTok application in different English skills such as speaking, listening, reading, or writing.