

Chapter V

Conclusion and Suggestion

This chapter consisted of two main parts. They are conclusion and suggestion. In conclusion, the findings and discussion that were elaborated in the previous chapter are drawn together to get the summary of the study. All recommendation that can be useful for teaching listening through video listening and further study are presented in suggestion.

5.1 Conclusion

Some points that have been discovered in this study are summarized in this chapter. First, video listening could improve the students' listening comprehension ability. The significant improvement was found out by calculating the mean score of the pre-test score before the treatment and the mean score of post-test score after the treatment, and then calculated the difference between the mean score of the pre-test and the post-test, then calculated the t-test and the t-table. The result of the calculation showed that the t-test value is higher than the t-table value (t-test 4.328 > t-test 2.086).

Second, related to the students' learning motivation and the classroom atmosphere that the researcher got from an observation video listening could improve their learning motivation because students paid their full attention and more focused on the lesson. Moreover, students participate more in the classroom by asking and

answering questions given. They have become more active in the classroom all that because video has positive effect on their learning motivation.

Third, students did not get bored easily because video provided music and sound that made them more enjoyable to study. Moreover, students understood the meaning of words easily because video is an effective tool for language learning because videos are created for native speakers which allow the EFL learners to learn lots of expressions or collocations as well as grammatical form moreover video provides a real life example and real life communication for the students to get the meaning of words that they did not know easily.

5.2 Suggestion

Through this study, the video listening is recommended to be used in teaching listening; however there are some suggestion that may be useful for both teacher and researcher.

To the listening teacher who is interested to using the video listening as a teaching media in their teaching – learning process, it is important to choose videos that are appropriate to the students English level ability. The teacher should pay attention to the vocabularies in the video. The vocabularies should be familiar and not too challenging for the students. Moreover, video is made by native speakers therefore it has different cultures from the EFL learners and what the teacher should do is introducing the culture first before watching the video.

For the next researcher who would like to conduct a research related to the video listening, this study may become a reference that is providing information that

may help in doing the research. Then, it is better to find out more theories related to the teaching listening and video listening to make a better research. Moreover, it is also important to have more allocated time in conducting research because the more time allocated in video listening the better students improving their skill in listening comprehension. The last suggestion is to make sure that the research has enough subjects to be in the research because the more subject would make the calculation less valid.

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