

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This fifth chapter is intended for the brief description and suggestion of the study findings. It consists of two main components. The first part is the conclusion about the description and the findings of the study. The second part is the suggestion that explains the significance of this study.

#### **5.1. Conclusion**

As stated in chapter one, the purpose of this research is to find out the belief of the English Department students in using TED Talk to improve their English, specifically to improve their listening skill. To answer this main research question, the researcher used a questionnaire consisting of nine close-ended questions and an interview to better support the data. Forty five (45) students took part in this study. All of them filled out the questionnaire, but only five students were interviewed. These participants were all from English Department students and they are from batch 2018. After the research was done, the researcher was able to examine the data collected and find the answers to the main question of the research. The findings showed that the majority of the students had a positive belief towards TED Talk in improving their listening skills. In part I, the majority of the highest percentage (97,7% who chose Strongly Agree and Agree) shows a huge agreement on the idea 72 that TED Talk are good media to improve their listening skills by expanding their insight and showing them the right use of a vocabulary. Within each part of the Questionnaire, the researcher try to find out which question

has the most voters for strongly agree and agree. As is shown in table 4.1, for part I, the majority of the students choose number three (“I felt that the TED talk in the listening B course helped me with the vocabulary recognition skill”), so they mostly believe that TED Talk is a good learning media to improve their listening skills. For part II of the questionnaire, the majority of the students chose number five (“I thought that the TED talk in the listening B course helped me to expand insight to the other areas of knowledge”) and six (“I thought that the TED talk in the listening B course helped me to relate the use of English with other knowledge such as science, geography, and social”), so they think that TED Talk help them to expand their insight and understand the use of the vocabulary in many different fields. Lastly, for part III of the questionnaire (“I thought that the students need a discussion after the TED Talk activity to improve their listening and speaking skill”). So they believe that there should be a discussion activity to deepen their knowledge on the TED Talk content and the vocabulary given. In sum, each element of TED Talk can help students in learning English. Those aspects supports the students listening skills, especially the aspects of the vocabulary and insight. 73 In conclusion, students have strong belief on the role of TED Talk in improving their listening skills. The students believe that TED Talk play a significant part in helping them develop their listening skills.

## **5.2. Suggestion**

The researcher provides some suggestions based on the result of the study. There are three major parties that the researcher suggests. The first suggestions are given the students, the second

teachers, while the third suggestion is given to future researcher who will be carrying out similar study.

### **5.3 Suggestion for the students**

Based on the findings, they showed how helpful TED Talk is in the listening abilities of students. Students are suggested to listen to TED Talk as one of Medias to help them improving their listening skills. Not only do students learn new words, but they can also expand their insight and get more knowledge.

#### **5.3.1. Suggestion for the teachers**

Considering that students have deep belief in TED Talk as a tool to practice listening. Students will feel more interested and more motivated when studying TED Talk.

#### **5.3.2. Suggestion for the future researcher**

A further suggestion is given to future researchers. The researcher hopes that more specific research will conducted on the TED Talk as one of the learning media. As this work included only the belief of English department students, future researchers may be able to investigate more with different subject, such as senior high students, and perhaps different aspect such as the problem experienced by teacher and students in using TED Talk as one of the learning media. In this way, we don't only know the benefits of using TED Talk, but also what we should improve

or modify in using TED Talk as one of the learning media. TED Talk are also positively perceive to help the students better understand the meaning of the word, and how to use those words in a sentence. It is shown in the result of the Questionnaire part II. The majority of the students (91,1% of the students who chose strongly agree and agree) believe that the listening to TED Talk is good to enrich their vocabulary. Besides, the students were able to know the function of each word in a sentence. It could be seen in the part II, where the majority of the students (97.7% who chose strongly agree and agree) believe that listening to TED Talk helps them to expand their insight and relates the use of English in the other fields of knowledge.

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