

## **Chapter 5**

### **Conclusion and Suggestion**

In this chapter, the writer discusses two things: conclusion and some suggestions. Conclusion deals with the writer's summary of what she has done in this study, while the suggestions deal with inputs or recommendations for further researchers.

#### **5.1 Conclusion**

Speaking is one of the major skills that is important to prepare the students to be professional teachers in the future. In fact, choosing a suitable technique of teaching speaking is not easy. Many teachers in the English Department still use simple techniques of teaching a foreign language, in this case is role play. Many teachers use this way of teaching method because it is practical and its preparation doesn't take so much time and effort.

However, having a better practice in teaching techniques and creating teaching media of instruction are needed to support the teaching learning activities. The teachers have to use some techniques to attract the students so that the students can get much more understanding about the topic and the teaching-learning become interesting. One of the techniques that can be used to teach speaking is using video. For students, videos are considered as a favorite media

since videos provide moving pictures and sound. In addition, Arcario (1993) emphasizes the important features of video because of its extended context, interesting content, rich visual imagery, and often exaggerated actions and gestures of video (film) that provide students with multi-sensory input that is close to what they would find in real-life communication. Thus, teachers should be able to create a lively atmosphere in class by using video which can be interesting for the students. This in turn will make the students be more productive in oral communication. Consequently, video will also help the teachers in minimizing the students' boredom and increase their attention to English lessons. Moreover, it enhances the powerful models of instruction in experiencing the actual world.

Based on the background mentioned above, the writer determined to make a study on the effects of using video as a source of teaching and learning for teachers and students at English Department. The research problem to be answered in this study was: Is there any significant difference on the speaking achievement of English Department students who are taught by means of video and those who are taught by role play? The finding of this study is that  $\mu_A$  (the mean of experimental group) is 75,47 while  $\mu_B$  (the mean of control group) is 72,78. Since  $\mu_A$  is greater than  $\mu_B$ ,  $H_0$  (the null hypothesis) is accepted. Based on the finding, the writer concludes that there is no significant difference on the speaking achievement of students who are taught using the video and that those who are taught using the role play technique.

Because there is no significant effect on the English speaking achievement of the use of video and role play technique, the writer states some possible

factors. They are: (1) The number of treatments, (2) The difficulty in finding relevant videos, (3) The test form, (4) Lack of practice, and (5) Learning factors to support speaking abilities.

## **5.2 Suggestions**

This part deals with suggestion for English Speaking teachers and also recommendation for further research.

### **5.2.1 Suggestion for English Speaking Teachers**

Even though that this study proves that video has no significant effect on the English speaking achievements, it does not mean that video is useless. Many experts strengthen that video is a good media to be used to teach English. In teaching speaking to students by means of video, the teacher should not always ask the students to watch the entire videos but she has to encourage the students to talk a lot. Videos are just a technique to give stimulus for them to talk. However, the most important factor for the successful learning speaking is the talking section itself. It is also supported by Ur (2000) as it is mentioned in Chapter 2. One of the characteristics of a successful speaking activity is learners talk a lot. Therefore, teachers are expected to give more chance for the students to talk.

English speaking teachers should be able to create comfortable situation so that the students are interested to be involved in speaking

activities in class. The teachers should also be creative in selecting techniques of speaking. The teachers could combine the technique of using video with other techniques of teaching, so that the English lesson could be absorbed well by the students.

### **5.2.2 Suggestion on the Speaking**

The material which was available in this kind of study was in the form of DVD, because DVD provides English subtitle which can help the students to understand the dialog, and especially the pronounce. However, usually it takes two hours for one movie. Thus, the teacher should edit and cut the parts which are not needed so that the students have time to talk a lot, not only watching video in the entire time in the class.

In this study, the material was about ‘Talking to Past Events’. It was stated in the syllabus. The material which is appropriate is in accordance with the syllabus. Thus, teacher should select the right materials from the syllabus. However, it needs much time for the teacher to choose the appropriate one. Therefore, the teacher should spend more time to look for it and ask suggestions of the right video from the experts.

### **5.2.3 Suggestion for Students**

Since it was a rare chance for the students to watch video in speaking class, it seemed that they were so excited to the movie itself rather than the dialog. Besides, the most important from the movie is the dialog itself in

which can give stimulus for the students about the topic given. Thus, it is very important that students can realize the importance of paying attention on the dialog of the video so that they can absorb the material well and directly use it in the talking section after that.

In addition, it is better for the students to realize the use of independent study, because practice a lot makes perfect. It means that they should not just practice speaking in the class, but also outside the class. It will help them to master the language faster.

#### **5.2.4 Suggestion on Further Research**

In this study, the treatments are only given two times to both of the groups. It may have given more complete result if the treatments are given more since the students' speaking achievement can be observed more deeply and more reliable results can be reached. Nevertheless, for better result, the future researchers should require more treatments and more time.

Because of the limited time, the writer used lecturers who had time to give mark on the post test. However, it will be better if there is a time to train them in giving marks. It is because giving speaking mark is still subjective, although there are speaking rubrics. One's point of view can be different with others. Thus, the raters should also be trained and equalized first in the point of view in giving speaking marks. The writer should choose the raters who have the average of point of view in giving marks.

In addition, the writer took the subjects from Speaking 1. She expects that

there will be other researchers who will carry out a more thorough study with a wider scope of subjects. The writer also hopes that the next study will take senior high school students as the subjects, so that the result can be more compared with lower students.

Moreover, the writer hopes that there will be other researchers who can conduct a research about the use of video in other language skills, not speaking anymore. It can help the study to prove whether video is also able to help other language skills, such as listening, reading, writing, etc.

Having these limitations, the writer realizes that this study is far from being perfect. The writer hopes that this thesis would give some contributions in teaching speaking to English students.

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