

CHAPTER V

CLOSING

A. Conclusion

Based on the research results and discussion, it is possible to infer that using video to improve students' listening comprehension at SMA Negeri 9 Medan is an effective media. This is demonstrated by a rise in the average value and an improvement in students' listening comprehension abilities. Students become more active and enthusiastic about studying when the video is used. The teacher was also successful in making learning effective and enjoyable. Prior to employing the audio, the children's listening skills were low. Because listening in English is a difficult skill for students to master. It is noticeable during the teaching and learning processes. They struggled to react in English when the teacher questioned them. They could, however, respond to the questions as long as they were asked. The same thing happened when they offered their response. When asked a question, the speakers chose to re-ask it. It indicates that they are unable to listen to English right away. As a result, students find it difficult to engage with their professors or peers. Additionally, the words were difficult for the students to pronounce.

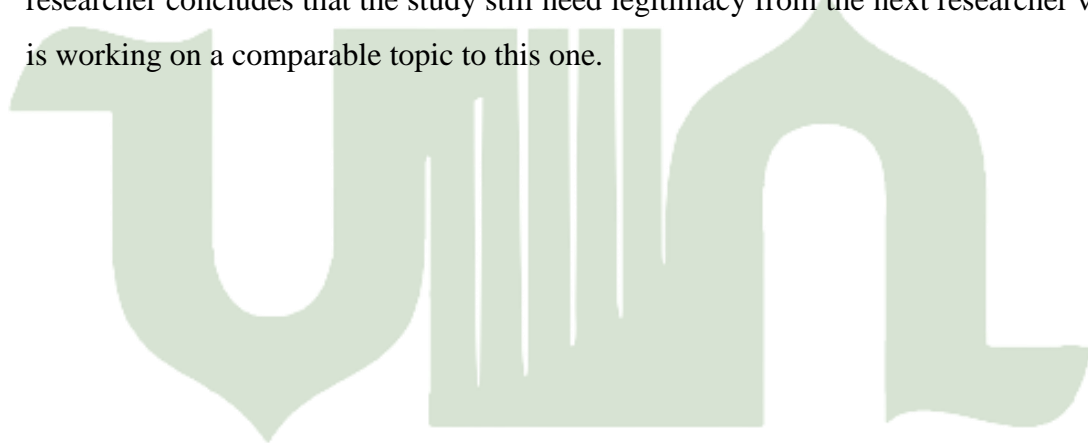
It is derived from the statistics calculated in Chapter 4. The mean post-test score of students in the experimental class (85.8) is higher than the mean post-test score of students in the control class (64.5). The test hypothesis was determined by a t-test that observed $t > t_{table}$ with a significance level of 0.05 (5%). Thus, the observed value is 8.801, whereas the t_{table} with df 58 in the significance level of 5% is 1.67155. As a result, the alternative hypothesis (H_a) is accepted. It signifies that there is a considerable number of students using video listening comprehension in eleventh grade at SMA Negeri 9 Medan, which was previously taught through audio and without the use of video.

Based on the researcher's experience in this research process, there are some limitations that have been encountered, as well as a number of factors that can be given more attention by future researchers in further perfecting their research, because this research has deficiencies that must be continuously improved in future research. Some drawbacks of this study, such as the small sample size (30 students per class), are insufficient to show actual effectiveness. Furthermore, because the teaching and learning process was reaching the end of the school year, this study only conducted two treatments during the data collection time.

B. Suggestions

In terms of assisting future study, particularly for English teachers, visual media such as films not only provide pleasurable entertainment for language learners, but they also act as an excellent tool to improve students' attention, motivation, and language skills. This research can also be used as a template for experimenting with different types of movies. However, the right selection of the video and expertise with handling the media should be considered.

The researcher makes several recommendations based on the aforesaid conclusion. To begin, English teachers are encouraged to incorporate a listening video strategy into their teaching learning process in order to improve students' listening comprehension. Second, researchers interested in doing research associated with this study should try to apply listening to a video on different levels of learners using different genres to demonstrate the effect of the oral technique in class. Finally, the researcher concludes that the study still need legitimacy from the next researcher who is working on a comparable topic to this one.



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