

V. CONCLUSION AND SUGGESTION

In line with the result of the research, the conclusion and the suggestion are formulated like the followings:

A. Conclusion

In line with the result of learning process and learning product in the research, conclusion formulated is like the followings:

1. Referring to the research, it can be seen that video movie can improve students' listening comprehension in terms of macro skills as well as their achievement. Implementation of video movie can help the students to comprehend stated and unstated meaning conveyed in the text in terms of identifying the main idea, specific information and inference. This can be seen from the increase of students' score in cycle 1, there were only 65.71% of the students who passed the passing grade. While in cycle 2, the students who passed the passing grade increased to 86.48. % from the entire subject. The students' improvement on each component of listening comprehension can be described as follows:

a) Identifying Main Idea

In the first cycle, there were 27 students (77.14%) on average who answered the item test asking about the main idea of the text correctly. Meanwhile, in cycle 2, there were 32 students (86.00%) on average who answer the items correctly. This is because in terms of identifying the main idea, students were able to listen the text accompanied by the visual clues provided by the video.

b) Identifying Specific Information

Referring to the first cycle, there were 23 students (65.00%) on average who answered the item test asking about specific information of the text correctly. Meanwhile, in cycle 2, there were 30 students (81.00%) on average who answer the items correctly. This is because they were able to get specific details of the text by listening to the text accompanied by visual clues provided by video. Besides, group discussion done during teaching learning process enabled students to know more about detail information of the text.

c) Identifying Inference

In terms of identifying inference of the text, there were 24 students (68.00%) on average in cycle 1 who answered the test items asking about the main idea of the text correctly. Meanwhile, in cycle 2, there were 29 students (78.37. %) on average who answers the items correctly. This is because most students were able to identify unstated information of the text appropriately.

2. The implementation of video movie gave good effect in students' learning activities. The indicator of students' learning activities was fulfilled after the second cycle was conducted. Some students were more actively involved in the teaching learning process better than what they did in the first cycle. This can be seen from the increase of students' activity from 62% of the number of the students in Cycle 1 to 83% of the number of the students in Cycle 2. This result shows that video movie can improve the students' activities.

B. Suggestions

In reference to previous findings of the study, suggestions are presented as follow:

1. There are various English video that can be applied as media in teaching listening comprehension, but not all the videos meets students' need or are exactly appropriate with the curriculum. Therefore in order to help the students mastery in listening skill, the teachers has to carefully select and prepares a variety of the quality of teaching material. For example, referring to narrative text, the teacher should prepare the material in accordance with the genre of narrative text, such as fable, fairy tales, true experience, etc.
2. The teacher should motivate students to be active in the classroom by giving them the activities that can stimulate interaction and the interesting media and materials which are related to the students' real world. This can be done by providing content of video related to their familiar surroundings, such as tourism object, plantation, etc.

3. In this research, the implementation of video movie focuses on the macro skills of listening, such as finding the main idea, specific information and inference. Therefore, it is suggested for further research to investigate the implementations of video movie in terms of micro skills of listening, such as recognizing intonation pattern (stress and rhythm), listening for specific sound and words in a text, recognition of function of structures (interrogative as request, imperatives e.g. *sit down*), etc