

## **V. CONCLUSIONS AND SUGGESTIONS**

In this chapter, it provides conclusions and suggestions from the research that had been done.

### **5.1 Conclusions**

In line with the results of the data analysis and discussions, the researcher draws the following conclusions:

1. There was no significant difference of students' listening achievement between those who were taught through animation movie and those taught through dialogue video. This was identified from the two-tailed level of significance 0.055 which was lower than  $(p < 0.05)$ . Moreover, there was a different increase of students' listening achievement between those who were taught through Animation Movie and those taught through Dialogue Video. This was identified from the increase of the students' achievement in experimental class one, i.e., the mean score of pre test was 62.8 and their mean score of posttest is 67.46 with an increase 4.67 points. While in experimental class two, the mean score of the pretest was 54.93 and the posttest is 57.6 with the increase was only 2.67 points. It could be concluded that the use of animation movie was better than dialogue video.
2. Animation Movie was more effective than dialogue video to help students improve their listening achievement. The use of animation movie could

elevate the motivation of the students. It could be seen from their enthusiasm and their participation in listening through it. On the other hand, dialogue movie could also challenge them but not as effective as animation movie.

3. This research found that generally the problems during listening activity may be related to four categories: (1). Poor condition of listening activity, (2). Students' lack of vocabulary, (3). Speaker's rate of delivery, (4). Poor quality of the media.

## **5.2 Suggestions**

Referring to the conclusions above, some suggestions was listed as follows:

1. Suggestions to the teacher
  - a. Although the increase of students' listening achievement was not significant, English teachers were recommended to apply animation movie as one of the media in teaching listening because it could help the students in finding specific information through spoken language. For example, the teacher could guide the students in improving students' ability in achieving the specific information by giving each piece of conversation in the form of animation movie separately. This could be more effective to students to get the points than they had to pay attention to the whole conversation in one time.
  - b. The teachers could find many useful animation movies on internet. However, In this case, animation movies sometimes presented difficult

vocabulary and unfamiliar grammatical sentence. Therefore, teachers should be careful in selecting the material which was suitable for the students' capability.

## 2. Suggestions to further researchers

- a. The researcher had applied animation movie and dialogue video to increase the students' listening achievement which was concentrated to macro skill of listening. Further researchers should apply these media to increase students' listening achievement which is concentrated to micro skill.
- b. Since the researcher just conducted the study at the second year of Senior High School. Further research can be conducted to get more evidence of the effectiveness of animation movie and dialogue video on different level of student at senior high school in order to investigate whether there is any significant difference of the students' increase in listening achievement.