

## **V. CONCLUSIONS AND SUGGESTIONS**

This chapter describes the conclusion of the research and suggestion for other researchers and English teachers. It explains the result of the research in improving students' listening comprehension through video as media.

### **5.1. Conclusions**

Based on the result of data analysis in chapter IV, the researcher draws a conclusion as follow:

1. There was a significant increase of students' listening comprehension through video as media after being taught through video as media at the second year of SMA Negeri 1 Pringsewu. The data showed that the total score of pretest was 1740 increased to 2220 in posttest. The mean score in pre test was 49.71, while in posttest, the mean score was 63.43. The result of T-test analysis showed that t-value was higher than t-table ( $9.248 > 2.032$ ) and Significance 2 tailed ( $p=0.000$ ,  $p<0.05$ ). It meant that there was significant increase of

students' listening comprehension achievement after being taught through video. So, teaching listening through video as media is appropriate and effective to be used in improving students' listening comprehension achievement.

According to the analysis of the result of pretest and posttest in listening aspects, it showed the improvement of each aspect. The highest improvement was main idea (20.00), which increased from 29.14 up to 49.14. Meanwhile, the lowest improvement was reference (5.14). The results of SPSS analysis showed that the aspects of listening significantly increased after treatments were main idea, specific information, and vocabulary. And the aspects of listening didn't significantly increase significantly after treatments were reference and inference. The results of analysis of all aspects of listening can be compared each other. Main idea has t-value was higher than t-table ( $4.381 > 2.032$ ) and Significance 2 tailed ( $p=0.000$ ,  $p < 0.05$ ). In Specific information, t-value was higher than t-table ( $3.067 > 2.032$ ) and Significance 2 tailed ( $p=0.004$ ,  $p < 0.05$ ). Reference, t-value was lower than t-table ( $1.717 < 2.032$ ) than  $p=0.095$  ( $p > 0.05$ ). Inference has t-value was lower than t-table ( $1.974 < 2.032$ ). And Sig. (2-tailed) or  $p=0.057$ . And vocabulary point out that t-value was higher than t-table ( $3.482 > 2.032$ ) and p was lower than 0.05.

2. Students who got low score in listening comprehension have problems and difficulties. The problems and difficulties faced by students who got low score can be seen in the result of interview. Based the result of interview, the

researcher found out that the most problems and difficulties faced by students who got low score were pronunciation, vocabulary, speed of the speech, speech/accent of the native speaker.

## **5.2. Suggestions**

Referring to the results of and discussion, suggestions are presented as follow:

1. Based on the results of data analysis in listening aspects, the lowest aspect of listening was main idea and the lowest improvement was reference. And the one aspect of listening didn't increase significantly was inference. The researcher suggests that the teacher should give students more practice in identifying the main idea, reference, and inference.
2. Based on the results of interview, the one of students' difficulties in listening comprehension was vocabulary. So, teacher should pay attention to develop students' vocabulary. Giving more practice to increase students' vocabulary and giving the students practice to recognize the spoken words.
3. English teachers should prepare the video appropriately. Teacher should choose news video which no longer than 2 minutes. The speed of the speaker should not be too fast. Teacher can reduce the speed of the video by using software. The topic should be interesting for students and appropriate with curriculum.
4. In teaching learning activity, Teacher should not play the video too long. The video can be played 2 times enough. Teacher can test the students' listening comprehension by asking students to retell the video in front of the class.

5. For the other researchers, it suggested for further research to investigate the use of video both in term of macro and micro skills of listening. The research can compare between macro and micro skills of listening.