

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions and the suggestions as the results of the study. This chapter consists of two sections, the first is conclusions and the second is suggestions.

#### 5.1 Conclusions

This study was concerned with the implementation of video in teaching writing procedural text to ten-graders. The aim of the study was to investigate whether or not video significantly improves students' skill in writing procedural text. Furthermore, this study also investigated students' perception toward the use of video in their writing class.

Based on analysis on findings and interpretations, some conclusions can be drawn. First, video improves students' skill in writing procedural text. This result was proven by t-test calculation in the post-test scores which shows that the null hypothesis was rejected; there is a difference between the mean of the post-test score of the experimental group and the mean of post-test score of the control group. The significant value was 0.021 which was lower than the level of significance (0.05). Moreover, video provides meaningful learning which helps the students to improve their writing skill. However, the improvements are only in the terms of ideas, vocabularies and content.

Second, video provides better learning if it is compared with the conventional teaching method. Besides, video provides features which presents reality and practical application that help the students to understand the material easily, video also provides an interesting learning that can increase students' motivation which is important and needed to achieve the goals of learning, in this term is in writing activity.

## 5.2 Suggestions

In order to improve the implementation of video in teaching language, especially in writing class, several suggestions are recommended for the follow-up. Firstly, regarding to the quantitative findings which show that the use of video improves students' procedural writing skill, it is recommended for further researchers in this field to use video to teach others genre text. Moreover, it is also applicable to teach other major skills in English such as listening, speaking and reading.

Second, teachers are recommended to have certain competencies in selecting, designing and presenting the materials by using video. The teachers should be able to select, design and present various video that is appropriate with the objectives of learning and students' needs and interests. Besides, the teachers also should be able to give feedback and guidance for the students to support their learning.

Third, it is recommended for further researchers to conduct the treatments using teaching writing approaches, such as genre based approach. Moreover, it is also suggested to conduct more detailed studies on the use of video in teaching writing

skill. This recommendation is purposed based on the results of this study which found that the improvements are only in the terms of ideas, vocabularies and content. Therefore, the further researchers are expected to examine all of the aspects of writing.

In addition, it is expected for further researchers to conduct more defensible studies. The further researchers are recommended to apply the study in wider population and sample. Furthermore, it will be better to apply random assignment in choosing the sample or in other words is to conduct true experimental method. Moreover, besides the use of pre-test and post-test, others research instruments such as questionnaires or observations can be involved to enrich the findings.