

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter contains two main parts: conclusions and suggestions. All of findings and discussion drawn in chapter four are summarized in the conclusions. In addition, practical implication of the study in the use of video in teaching speaking skill is presented in suggestions.

5.1 Conclusions

This study is a classroom action research which presents the results on the implementation of the use of video in teaching speaking skill in junior high school. The results of the study are described below.

The first thing is that the use of video can be beneficial for the teacher in teaching speaking skill, especially for the aspect of pronunciation. The teacher can teach the pronunciation by asking the students to listen to the native English speaker pronouncing the words on the video and repeat pronouncing the words. Based on the findings in the observation, the students had better pronunciation after listening to the native English speaker on the video pronouncing the words and repeating pronouncing the words several times. It is supported from the interview with the students who stated that after watching and listening to the video, they were able to pronounce the words correctly. The results are in line with George (1972) and Stempleski (1990) as cited in Richards and Renandya (2002) and Dobson (2005).

The second one, the students are very enthusiastic in learning speaking skill by using video. As the teacher presents the motion pictures on the video, the students focus on watching and trying to understand the content of the video. The implementation of the use of video in teaching speaking skill can be carried out in various techniques. The teacher can show the whole video and then discuss the content after the students watch the video. If the students still do not understand the content of the video, the teacher can show the video more than once. Freeze frame technique, as proposed by Harmer (2001), can also help the students understand the video in detail. The teacher can apply freeze frame technique by pausing in any part and discussing it. Letting the students take note the information on the video, as proposed by Dobson (2005), also assists the students in practice time.

5.2 Suggestions

Several things are suggested for the teacher and further researchers, they are:

- The teacher should understand the video prior to showing to the students. Since the native English speaker who speaks on the video, the teacher would better translate the difficulty words into *bahasa Indonesia*.
- For further researches, the devices (computer, loud speakers, and LCD projector) supporting the teaching learning process should be well prepared. Since those devices are electric equipments, it should be anticipated that the devices are not working out or there is blackout during the teaching learning process.