CHAPTER V
Conclusions, Implications, and Suggestions

This chapter includes this research's conclusions, implications, and suggestions for future study. The conclusion contains the overall summary of the results gained throughout this study. Moreover, implications contain the impact of the study that has already been conducted. Finally, the suggestion consists of information for future research relating to this study.

5.1 Conclusion

In conclusion, incorporating interactive video materials has showcased a significant enhancement in the listening skills of 1st-grade vocational high school students within the EFL classroom based on what has been established and discussed in Chapter IV. Based on the statistical computation of SPSS 25, the result showed that the mean score of the experimental group (M = 11.80) was higher than the control group (M = 4.33). It explained that the experimental group had better improvement in listening skills than the control group after they learned to practice listening with interactive video. With interactive video, students are no longer bored listening to the same audio and waiting for the narrator to continue. From the differences in Table 4.17, there is a clear indication of the many items that might be presented to or requested from the students without making the presentation seem monotonous. Nevertheless, listening practices provided and developed by English Learning Hub indeed helped the control groups catch on in terms of academic numbers to the experimental group since these practices also served as a physical representation of more expansive ideas about how they work and the resources that were at their disposal for learning (Horn et al., 2010).

The students might feel motivated knowing that other media exist to help them with their learning, and they will soon discover other digital media that supposedly help them study English better, whether it is listening, writing, speaking, or even reading. This research has successfully bridged theoretical insights with practical applications by implementing interactive videos in the EFL classroom. The findings align with previous theories about the benefits of

multimedia-rich content in language education and provide empirical support for their effectiveness in the context of 1st-grade vocational high school students.

5.2 Implicatiton

Attributing to Chapter IV of this study, there are two implications of this study such as theoretical and practical. Theoretically, this study has provided some insights about using interactive video in academic settings. This study also revealed that students are more attracted to digital multimedia with visuals, sounds, and especially the entertaining ones. This study also provided the reaction to using digital multimedia within academic settings. This study also provides insights into the behaviour of 10th-grade vocational students in 2023.

Practically, cooperation with the teachers and students in using interactive videos is needed as learning materials. The teacher needs to pay more attention to preparing the task that aligns with the video they will use with their students in class. Other than that, the teacher needs to normalize the use of the listening practice in every subject they teach, whether it uses interactive video or not. For the students, they should be more active in using interactive videos since it is the viewers' role to continue the story rolling. They need to spend more time learning the subject because it helps them understand it early rather than starting with no knowledge of the subject matter.

5.3 Suggestion

The findings of this study revealed some recommendations for future research, which aims to investigate the same issue relating to the use of digital multimedia learning in teaching English language skills. Furthermore, while this study focused on the immediate impact of interactive videos on listening skills, future research could delve into assessing the retention of these skills over time. A longitudinal study could investigate whether students maintain and effectively transfer their improved listening abilities to real-world contexts beyond the classroom, shedding light on the lasting efficacy of interactive video-based instruction. However, this study was also limited to a certain degree due to the tight schedule of academic calendars that the schools follow. This implies that

further research needs to devise efficient time management before, during, and after the research.

While this study concentrated on interactive videos, future research might want to extend the analysis to include a comparison of various multimedia formats, other than the usual audio clip, such as podcasts, story-based video games, visual novels, or even virtual reality simulations. Investigating the unique benefits and challenges posed by each format could offer valuable insights into designing the most effective and engaging language learning experiences.

In addition, this research is exclusively maintained in quantitative research design. With quantitative research design, research becomes more factual by using formulas and straightforward numbers from conducting tests in them. However, using qualitative research design as the primary data collection for this type of research will be more effective and in-depth in learning students' perceptions with digital interactive multimedia such as interactive video.