

CHAPTER V

CONCLUSION, SUGGESTION AND LIMITATION OF THE STUDY

In this chapter, several findings about the use of video as the instructional media by teacher to teach speaking in senior high school in West Bandung Regency are explained together in conclusion. The suggestions of the research are also presented briefly which is intended to the teachers, schools as responsible party, and further researchers. Furthermore, limitations of the study are presented for further information about the research.

5.1 Conclusion

The research was focused on the use of video as the instructional media by teacher in teaching speaking. The research was intended to investigate the way teacher employed video as the instructional media in teaching speaking. Moreover, the research was also aimed to discover problems encountered by teacher and teacher's strategies in solving the problems.

5.1.1 The Use of Video as the Instructional Media by Teacher in Teaching Speaking

Based on the research, teacher used various types of educational video; 1) virtual field trip video; 2) documentary video; 3) video storytelling; and 4) dramatization video. Teacher used these types of video alternately. Types of educational video did not affect the lesson as long as the video content relevant to students' interest and instructional goal written on syllabus and lesson plan. These various types of educational video was downloaded from *Youtube* by considering set criteria regarding the appropriateness of the language, content and production of video to students' need and characteristics as Stempleski (1987) stated.

Teacher showed educational video in teaching speaking applying several practical techniques, such as active viewing, fast forward, and role playing technique. Teacher believed

role playing technique explored students' speaking ability a lot. However, active viewing technique was the most frequently used technique by teacher in teaching Information Report topic. It was because the active viewing technique allowed students to discover detailed comprehension of phenomena which was in line with Information Report's objective. These practical techniques of video showing were used by teacher to help highlighting the topic and language focus of a lesson. In the utilization of video in the classroom, teacher followed several steps as suggested by Sands (1956): preparing the students to get students accustomed with the objective of watching video, showing the video for not more than four minutes, and providing follow up activity from easier to harder.

From the research, it was found that the use of video as the instructional media in teaching speaking brought many educational values for both teacher and students. There were four educational values the teacher experienced in using video in teaching and learning process; 1) video increased students' motivation in learning English; 2) video presented real speaking activity; 3) video presented the authentic look of the target language; and 4) video helped explaining complex process with interesting visualization. All of these educational values were meaningful in teaching students speaking skill.

5.1.2 The Problems Encountered by Teacher and the Strategies to Overcome the Problems in Using Video as the Instructional Media

Apart from the many useful came from video, it was not easy to use this instructional media in teaching. Teacher encountered problems during selection and utilization of video. In selecting video, teacher complained high internet charge, difficulty in choosing a proper video, and too long video duration became barrier for teacher. In utilizing video, teacher encountered problems in technical error occurrence, absence of electricity, and difficulty of some students to understand the content of video.

Fortunately, teacher found solution to each problem she encountered during selecting and utilizing video as the instructional media for teaching speaking. As for problem in selecting

video, 1) teacher used school's provided Wireless Fidelity connection to download educational video regarding high internet charge problem, 2) teacher chose video with general topic to adjust students' language level, and 3) teacher asking technician to trim video in dealing with too long video duration. For solving problems in utilizing video in a lesson, 1) teacher prepared backup media to avoid hampering the lesson from technical error, 2) teacher gave video viewing as homework to face absence of electricity, and 3) teacher gave initial discussion about vocabularies found from video to overcome students' difficulty in understanding video content.

5.2 Suggestions

Suggestions are directed to English teachers, schools, and for the importance of future researchers. First is suggestion for English teachers. Internet provides plenty source of educational videos and teacher can decide their own selection based on students' need and syllabus instruction. The selection of video must be considered following set criteria for educational video appropriateness. The essential thing is that the video consist language which students can follow. Also, practical technique in video showing can be more varied to give students advance challenge in learning speaking through video.

Second is suggestion for school which considered as responsible party. As known from the research result, one of problems teacher encountered was technical errors. School can accommodate it by checking the condition of each supporting learning tool every certain period. Or else, school can facilitate backup tools to covered technical error problem.

Third is suggestion for further researcher. The further research is expected to conduct research in other level with more respondent in order to find various practical techniques used by teacher in teaching through video. Considering this research was conducted in a brief period of three times 80 minutes classroom observation, it is expected that further research can be conducted for longer period of time to gain richer details about the utilization of video in teaching speaking

5.3 Limitations of The Study

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There were some unavoidable limitations of the study that the research encountered. First, the research only covered the way teacher employs video in teaching without unveiling students' perceptions toward the used video by teacher. Therefore to attain more comprehensive perspective towards the use of video in teaching, students' participation in the research should be involved. Second, the school located in suburban area. So, students' awareness of learning English was lacking in contrast to uptown school students. It limited teacher in choosing wider topic of video and applying certain video showing technique which required more advance challenge for students.

However, this research was considered important for teaching speaking, especially through video. First, teaching using video has brought different atmosphere into foreign language learning which present the real language example to students. Second, the teacher could use video to interest students to learn in more enjoyable way. Third, the educational video challenged students to produce the verbal language as well as the nonverbal language as presented from video.