

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is proposed to depict the summary of the study. The conclusion and suggestions for further studies on the findings and discussions from the previous chapter will be elaborated in this chapter.

5.1 Conclusion

This aims of study were to find out the level of students' participation when visual media is used and the correlation between the use of visual media and student's participation. The findings and discussions in Chapter IV have elaborated the data related to the study.

A lesson using visual media was conducted to investigate the level of students' participation and questionnaire was distributed to investigate the value of the use of visual media by teacher in classroom. The data from students' participation and the use of visual media then investigated using Pearson's Product-Moment Correlation to find out the relationship between both variables.

The finding has shown that, from 90 participants, 18 students (20%) had high participation level and 72 students (80%) had medium participation level. There was no student with a low participation level. It means that all participants or students had well participation during the English instructional process. A students' participation rubric adapted from Valley Central High School and www.teach-nology.com was used to assess the students' participation. If the students' participation is categorized into participation through verbal communication and nonverbal communication, most students' in classroom participate through nonverbal communication where students prefer to give their attention to teacher when teacher explains the lesson and focus on task which given by teacher rather than asking and answering question or offering idea directly. If teacher can create, bring and modify visual media to be more beautiful, amazing, fun, and creative to support the activity in classroom, students can be more active in the classroom.

Furthermore, the questionnaire is analyzed to get the use of visual media score and investigate the correlation between the use of visual media and students' participation in English instructional process. It is concluded that the use of visual media in classroom by teacher has a correlation with students' participation in class. The correlation is in moderate level. It is also found that 33.3% the change variance of students' participation can be explained by the change of visual media scores. Meanwhile, 66.7 % of the rest is explained by other factors. Other factors can be caused by the personality of students, and the environment.

Students' participation is important in classroom. It is a time for students to practice their English, improve their understanding and create the atmosphere of classroom to be fun, and life. Thus, in the process of teaching and learning, teachers do not only need some materials related to the lesson and teach students with those materials but they also need some media to help them to attract students' interest on the lesson and help them to simplify the explanation of materials so that students will be easier to understand the lesson and participate during the class. One of media that can be used by teacher is visual media such as pictures, flashcards, PowerPoint, realia, and others. This present study can also be a guide for teacher in choosing what types of visual media appropriate for students, how to design and use it in classroom. In this study, pictures and flashcard are being the popular visual media which is used by teacher in class. By knowing the correlation between visual media and students' participation, visual media can be one of teacher's strategies in increasing students' participation in the classroom.

5.2 Suggestions

In addition to the mentioned conclusions before, this study also end up with the following suggestion for teacher and further researcher, as listed below:

1. For English teacher, it is recommended that they have to increase the use of visual media in classroom, since it can increase student's interest on the English learning process. Visual media can also increase students understanding towards materials given, help teacher in explaining materials, saving time and make the class more lively.

Furthermore, when using visual media, teachers have to apply the

principles of using visual media. It helps teacher in designing and applying effective visual media. If the visual media is more interesting, good, clear, and relevant, the students will be more interested, and understand with the materials. Thus, students' participation will increase.

2. For further studies, this study can be one of their sources to conduct research in students' participation and teaching media especially in English classroom. This study needs further research on the other factors that influence and correlate with students' participation, and other strategies how to increase students' participation in English classroom other than using visual media.