

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This part presents the conclusions of the present study and offers some suggestions. Section 5.2 presents the conclusions, which are directly related to the research questions and section 5.3 offers suggestions that are methodological and practical in nature.

5.2 Conclusions

This section presents conclusions of the present study. These conclusions are directly related to the research questions formulated earlier in Chapter 1, i.e. (1) the implementation of oral presentation class using video as instructional media; (2) students' responses to the implementation of oral presentation class using video as instructional media; and (3) the effectiveness of using video as instructional media in oral presentation class to students' oral presentation skills.

The implementation of video as instructional media in oral presentation class found in this research to use the technique of using video named Integrated Activities. The integrated activities divided into three parts, those are previewing, viewing and post-viewing. The lecturer has implemented each part of the integrated activities in each meeting. However, based on the observation data, there were some activities not conducted in this researched oral presentation class using video. The activities were from post-viewing activities (Interviews activity, Video summary activity, Ranking/ group activity, Speed Writing/ Speaking, and Organization activity).

The students gave positive responses to the implementation as seen that 23 students (63.89%) agreed the teaching and learning process can motivate them to fully participate in the classroom. In addition, the implementation of video as instructional media also gave positive effect to students' oral presentation skills as shown from the analysis of Gain concept conducting Independent t-test to compare the improvement of oral presentation score of experimental group and control group. There was a significant difference in the score for experimental group (average= 82.67) and control group (average= 70.92) conditions; sig. Value= 0.000 (<0.05) and the experimental group's improvement (M= 10.05) has a higher mean than that was control group's improvement mean (M=0.70) with

sig. Value of 0.000 (<0.05) which means that there was a significant difference for the improvement of score from both groups.

Taken in sum total, this research shows that the implementation of video gave a significant effectiveness to students' oral presentation skills as shown from the result of pretest and post test score analysis. The implementation also got positive responses from students seen from the result of the questionnaire analysis. Those results can be achieved as long as the teaching learning process is well-organized by implementing the integrated activities to minimize the confusing thought on using video.

The result of this research encourages teachers and students to use video as instructional media in oral presentation class with the steps and strategies in order to gain maximum results. Teachers should not be doubtful and confused on how to use the video since they can apply the previewing, viewing and post viewing activities. In addition, students should not longer be afraid of using video. The video can help them to comprehend materials better as long as it is well organized.

5.3 Recommendations

This section presents some suggestions offered on the basis of findings in the present study. The suggestions are both methodological and practical in nature.

First, the examination of the effectiveness of using video as instructional media in this present study employs a small number of subjects. It is recommended that further study involves a larger number of subjects on the purpose that the result of the research can be generalized.

Second, this study focuses on the oral presentation skills. It is expected that further study can focus on other skills such as writing, reading, and listening skills.

Finally, the video materials in this research were taken from many sources in a small number and duration. It is recommended for further research that the video used in a longer duration and taken from many sources.