

Chapter V

Conclusions and Suggestions

This chapter consists of two main parts, namely conclusions and suggestions. In conclusion, the findings and discussions that are elaborated in previous chapter are drawn together to get the summary of the study. All recommendations that can be useful for teaching listening through contextual video and further study are presented in suggestion as well.

5.1 Conclusion

Some points which have been discovered from the result of this study are summarized here. First, the use of contextual video is effective to use in improving students' listening ability. The effectiveness was found out by comparing the students' listening scores in experimental group that was taught by using contextual video to the students' listening scores in control group that was taught by using non-contextual video (conventional). The result of the calculation showed that, in average, the students' listening score in experimental class ($M=79.45$, $SE=1.69$, $p<0.05$) is higher than the students' listening score in control class ($M=68.11$, $SE=1.67$)

Second, regarding to the result of students' responses analysis from questionnaire, the students' responses toward the use of contextual video in listening practice was positive.

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The Use of Contextual Video to Improve Students' Listening Ability

(A quasi experimental study of eighth year students in one of state junior high schools in Bandung)

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There are two points that can be drawn from the questionnaire result. First, related to the students' English Knowledge, most students stated that contextual video helped them to guess the vocabularies and to listen its pronunciation. Furthermore, the students could make a prediction in understanding the meanings that were conveyed. Through contextual video, the situation and facial expression of the actor/actress during the conversation that could be seen by the students when listening to the contextual video helped them to make the prediction of what the speakers were talking about. The different tones of voices such as intonation could also help the students to guess the meanings that were conveyed in the conversation. Therefore, the students can improve their listening ability.

Second, related to the students' psychology, contextual video improved the students' motivation and students' interest in listening practice. The students could be more focused during listening practice because contextual video has dynamic vision and sound that attracted the students' interest and curiosity and made the students enjoy the time during listening practice.

5.2 Suggestions

Through this study, the contextual video is recommended to be used as an alternative teaching medium. However, there are some suggestions that may be useful for both teacher and researcher.

To the English teachers who are interested to use contextual video or another audio visual aid as teaching media in their teaching-learning process, it is important to choose the video that is appropriate to the English level of their students' ability. The teacher should pay attention to the vocabularies which exist in the video. The vocabularies should be familiar and not too difficult for the students. Besides, the video should be used as an alternative way to solve the problems in teaching-learning process in order to reach the goals of learning.

For the next researcher who would like to conduct the research related to the use of audio visual aid especially contextual video, this study may become one reference that is providing useful information that may help in doing the research. Furthermore, it is better to find out more theories in order to make a better research; and it is also important to have more allocated time in conducting the research because the more time allocated in implementing contextual video, the more skills that the students will acquire.