

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND LIMITATIONS OF THE STUDY

This chapter elaborates on the conclusion based on the explanation of the results and discussion from the previous chapter. The previous explanation in the chapter before was related to research question which was formulated in Chapter I, it was: to what extent does TED-Ed foster students' speaking skills for university students in a blended-learning method. Besides, this chapter also describes some suggestions for English teachers in future studies. Not only that, but the limitation of the study is also presented in the last part of this chapter.

5.1. Conclusions

The objective of this study is to know to what extent Web-Based TED-Ed fosters speaking skills in the blended learning method. The previous chapter explained that in the first cycle, learning using TED-Ed as a learning media was not running well. It was caused by some factors. Those factors came from a teacher, students, and techniques. Firstly, students were not accustomed to this new learning way, new activity, a new method, and a new person in a live meeting. Secondly, the teacher and researcher were lack of ensuring students about the importance of video. Thirdly, connection, and procedural problems.

In the second cycle, those problems have been formulated and found the solutions so that those did not appear anymore. However, another problem appeared. It was about inhibition. Students were reluctant, shy, and afraid to share their opinion although they already felt the content of the video and it hit their needs. Since this cycle delivered interesting activities, then in the second meeting of this cycle, students started to interact well and enjoy the activity.

In the third cycle, the situation restrained well. All mindset about fear to speak and fear of making mistakes have been disappeared. Students' self-confidence also one of the highlighted points. Students did repetition to have a better understanding of the video and they already enjoyed every activity since there was no true answer or every opinion should be appreciated. Video in TED-Ed

helped students to have updated, authentic and informative knowledge. Besides, the other three parts such as a question, dig deeper, and the discussion helped students to speak without fear. In short, the implementation of TED-Ed went smoothly in the end and resulted in the change of students speaking scores from the pre-test compared to their post-test especially for comprehension, pronunciation and vocabulary.

The changing score explained to answer the research question of this study which wants to found out to what extend does TED-Ed can foster students' speaking skills for university students in a Blended-learning method. A live meeting was conducted in six meetings out of pre-test and post-test sessions. There was a pre-test before the first treatment conducted and every live meeting consisted of planning, acting, reflecting and it repeated three times since there were three cycles implemented. The post-test was done at the end of every cycle.

The data collected was analyzed and calculated to produce the result of this study. Based on the result, Web-Based TED-Ed tools of learning help students in learning English, especially in speaking skills. There are five categories of English-speaking skills that are pronunciation, vocabulary, comprehension, grammar, and fluency. From those five speaking skills, there are three speaking skills which are pronunciation, vocabulary, comprehension that can be seen have much better changes.

Comprehension had increasing scores because students liked the topic and they did repetition in watching the video since in the process of learning students realized that they should understand the video first so that they can follow the class. Students' pronunciation also became much better since in every meeting teacher always give feedback to students, so that they knew the correct pronunciation. The last was vocabulary. The suitable topic as their needs was one of the factors of their vocabulary becomes better. They memorized vocabulary in a long term since those vocabularies in the video was the vocabulary that they need and it closed to their life. Besides, they were also instructed to search for the difficult vocabulary before the live meeting. All those skills also improved because of varied activities in a live

meeting which required students to speak English as long as the meeting, then self-checking, and fun situations were also held big roles.

However, grammar and fluency were not changed as much as those three skills. It might be explained by the limited time of the meeting and keep practicing will give students close to a good score of fluency, especially when the teacher admitted that this method is interesting and will continue to do it in her class. This result has answered the second research question of this study. Even though the students' scores of the other two speaking skills were not changed as the other skills, however, some other values can be highlighted as an important point in this study. Students' self-confidence in speaking increased. It can be seen in their performance in the live meeting and their recognition when did the interview. Additionally, students' motivation and changing mindset were two things that also changed into a better result. Not only that but then their motivation to practice their speaking also changed. As for fluency, according to Richard (2008) which means ability to fill time with talk has the meaning of effectiveness in communicating is an important factor to improve fluency. In fact, the virtual face to face makes communication between students and students and teachers less effective. In other words, TED-Ed as a technology platform used has not been able to facilitate activities that can improve the fluency of students.

These highlighted points are the basic things to keep increasing students' speaking skills. It is the reason why this study was just until the third cycle even though both fluency and grammar were still in the low position. Fluency and grammar take a longer time to be better. Keep motivating students to practice English was the key to their improvement with the teacher as the facilitator to fire their motivation up. Besides the fact that students have been motivated to practice, the teacher of this class also willing to implement Web-Based TED-Ed in her further teaching. Not only that, but the students' interview results also shown that students enjoyed learning and had other positive responses to the learning with Web-Based TED-Ed.

To summarize, students who participated in this study gained many advantages from learning by using Web Based TED-Ed. This learning media gave

students broader knowledge, served students with authentic material, provided students an opportunity to share their ideas and opinions, and fulfilled students' needs, especially in the Corona pandemic situation.

1.2. Suggestions and Limitations of the Study

There are some suggestions provided that may be useful for further study or someone who will conduct research related to this topic.

First, since improving fluency needs nonvirtual face to face, it can be one of the problem to research for further study. Then, for researcher in a similar field of study, it is suggested to investigate the other skills such as writing, listening, and reading. The broader English skills are conducted, the richer information will be for the teaching-learning process. Not only that, other levels of students such as senior high school and junior high school are necessary to be implemented. It aims to see the needs of students and give information about how to complete their needs during the class activity using Web-Based TED-Ed. The last is about participants. It is recommended for further study to have a large number of participants to gain more accurate data.

There are some limitations of this study, those are limited time and space in conducting this study. Besides, before this study was conducted, the observation in the school was conducted via online meetings, as it was restricted due to the Corona pandemic situation. It limited the class activity and the way of learning. It also forced the teacher and researcher to change all plans in a limited time and tried to adapt well to the Corona pandemic situation.