

CHAPTER V

CONCLUSION, LIMITATION, AND RECOMMENDATION

This chapter describes three significant aspects which will become the closing of this research. These aspects are conclusion, limitation, and recommendation. The conclusion summarizes the essences of the discussions in connection with the research problems. The limitation describes the obstacles which were encountered in conducting this research. Finally, the recommendation gives potential suggestions which are derived from this research.

5.1 Conclusion

The use of video in engaging students has become a major concern in language teaching because it plays an important role in making the teaching run successfully. Various attempts have been made in investigating this issue particularly in the domain of teaching listening skill. This research is not the exception. This research attempts to answer some problems related to the use of humorous video ads in engaging students in an English listening skill subject. To the most extent, the results of the findings in this research confirm the previous studies discussed in chapter 2. From the discussions in the previous chapter, especially in chapter 4, some conclusions can be drawn.

First, this research revealed that the humorous video ads have mostly engaged the students in the English listening skill subject. It was proven by the fulfillment of all student engagement indicators proposed by Jones (2009). The indicators were really manifested in the observation phases which were supported by the questionnaire results. This demonstrated that high level of engagement for the entire class period happened when the humorous video ads

were used as the teaching materials. At this point, the problems of engagement like affective and habitual problems possessed by the students in the English listening skill subject disappeared.

Second, this research uncovers that the students acquired some beneficial aspects when humorous video ads were used in English listening skill subject. The advantageous aspects obtained by the students were developing the ability to think critically, developing listening skill, stimulating language production, adding vocabulary, understanding other cultures, understanding verbal expressions through video display, having fun, and being excited and motivated to learn English. Again, these advantageous aspects implied that the humorous video ads gave positive results to the students' learning process both cognitively and affectively. In cognitive domain, the students could gain knowledge relevant to the skills intended to learn such as listening ability which were followed by speaking ability. In affective domain, the students could get some excitement and motivation in following the learning process.

Third, despite the fact that the humorous video ads have mostly engaged the students in the English listening skill subject, some disadvantages were found while the students studying them. The encountered problems were difficulty of understanding colloquial language, accents, video display, speed of delivery, messages, vocabulary, and topics and background knowledge. These problems, for the teaching and learning process, implied that the humorous video ads presented in the English listening skill subject should meet several criteria. First, avoid using humorous video ads which contain sensitive topics like gender, ethnicity, nationality, and creed. Second, avoid using humorous video ads which contain excessive humor.

Finally, engagement is a crucial factor which should exist in the process of teaching listening skill because if the students engage in the learning process they will perform much

better. To foster student engagement in a listening skill subject, a teacher or a lecturer can operate many media. One of them is to use humorous video ads in that the contents of humorous video ads embrace many aspects like audio, video, language, humor, and advertisement. The combination of those things reduce some problems related to engagement issues, as demonstrated by the results of this research, as well as enable students to learn holistically. Seeing these facts, therefore, the humorous video ads have a great impact on the teaching and learning process in the English listening skill subject.

5.2 Limitation

There are some limitations related to this research. First, this research was conducted only for nine fourth-semester students, and there was no control group. Therefore, the results of this research cannot be generalized. Second, the humorous video ads which were used in this research were selected by the researcher, as was depicted in chapter 3, no other parties were involved. This would cause a potential bias.

5.3 Recommendation

Based on the conclusions and limitations of this research, there are some suggested recommendations. First, if teachers or lecturers intend to use humorous video ads in their teaching processes, they should be aware of the problems which appear in the first use of humorous video ads. Some students lack confidence when they learn the humorous video ads in the initial stage, as revealed from the discussion in chapter 4. Therefore, it is recommended that the students be notified in advance concerning the use of humorous video ads.

Second, despite the fact that the humorous video ads could engage the students in the English listening skill subject, as depicted in chapter four, their use must be limited due to their

characteristics as the authentic materials which have their own delicacies. Therefore, if teachers or lecturers want to use humorous video ads in teaching listening skill, they should use them as an alternative not as the main teaching materials.

Third, if teachers or lecturers want to use humorous video ads in teaching listening skill subject, they should see the characteristics of the students in terms of their preferences toward humor, for instance what types of humor are preferred by the majority of the students. Therefore, the humorous video ads chosen will be preferred by them and eventually will make them enjoy the learning process.

Fourth, again, if teachers or lecturers want to use humorous video ads in teaching listening skill subject, they are supposed to consider the degree of difficulties in the humorous video ads chosen. One of the ways is first to choose the easiest humorous video ads in terms of language complexities and displays, then continue to the more difficult ones. Therefore, it is expected that students will not face many problems when studying the humorous video ads.