

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts, the first is conclusions and the second is recommendations.

5.1 Conclusions

The aims of this study are to examine whether watching English teenager film correlate with students listening skills, and how watching English teenager film perceived by students.

This study finds out that the value of r_{obtained} is 0.532, whereas the value of r_{critical} is 0.349. It shows that r_{obtained} is greater than r_{critical} . This finding reveals that there was a correlation between watching English teenager film and students' listening skills. It was positive and lied in the moderate degree.

Further, the questionnaires percentages and interview analysis in this study shows that watching English teenager film positively perceived by students. They believe that watching English teenager film teach them lot of things like listening skills, vocabulary, and pronunciation. It concludes that watching film is a good instructional media since it can stimulate students' mind to learn and concentrate on

the learning material. Besides, film also contains information and messages that educate students. It may affect their psychological state and attitude.

It also concludes that English teenager film as one of instructional media is best used by senior high school students in learning activity. Besides it is interesting, English teenager film also suits the students' needs, interests and characteristics.

Further, this study indicates that watching English teenager film can gradually help students to master language skills, in this case listening skills. Watching English teenager film can mediate students to learn listening skills. The more often students watching English teenager film the better the students listening skills can be.

In addition, this study highlights that multimedia provision, film in this case, can provide more sensory inputs which combine sound and motion pictures presented in a lively way. These factors can support and encourage students to acquire language skills faster. They can learn more from what they hear and see in the film.

5.2 Recommendations

From the finding in the previous chapter which states that there is a positive correlation between watching English teenager film and students' listening skills, there are some recommendation proposed in this study.

First, as watching film is interesting and educating activity which can give students many opportunities to listen spoken language directly in a lively way, it is suggested for students to watch English film in order to improve their listening skills.

Second, students are suggested to watch English teenager film since this kind of film is suitable to the senior high school students' needs, interests and characters. Moreover, it provides lot of things to be learnt like attitude, vocabulary, pronunciation, and language in use.

Third, since not all English teenager film suitable with the learner culture and age, teacher should be aware in selecting the film. It is recommended for the teacher to use educational films in delivering learning materials.

Finally, it is recommended for everyone to conduct further research dealing with watching English teenager film, because somehow this study still needs improvement. The topic of the future research might be relating watching English teenager film to other language skills such as speaking and writing.