

**CHAPTER V**  
**CONCLUSIONS, LIMITATIONS OF THE STUDY, AND**  
**RECOMMENDATION**

This chapter presents the conclusion of the research findings based on the questions proposed in Chapter One, the limitation of the study, and some recommendations. This chapter is then divided into three parts, the first part concerned with the conclusions of the study, the second part deals with the limitation of the study, and the last part presents the recommendations of the study.

**5.1 Conclusions**

This study reported the result of the use of audiovisual by using *YouTube* videos in helping students improve their vocabulary mastery. The study aims to explore what young learners' learning principles are observed in *YouTube* videos, to discover whether or not there is significant contribution of *YouTube* videos in helping young learners improve their vocabulary mastery and to describe the students' responses towards the implementation of *YouTube* videos in vocabulary practice. Based on the explanation and the description of the previous chapter, some conclusion of this study can be drawn below.

Firstly, the implementation of *YouTube* videos fits young learners' learning principles. This can be found in terms of five young learners' learning principles. Those learning principles were learning indirectly and responsive, learning

holistically, learning with the motive of meeting immediate goals (here-and-now context of situation), learning in fun situation, and having limited attention and concentration span. Additionally, the videos were presented in relatively short time. They had specific topic, provided songs, funny cartoons or animated characters and scenes. Therefore, the benefit from the videos lesson, which was rich with language input, could help students building the context, songs, gesture, which various characters could help students improve their vocabulary mastery.

Secondly, data from vocabulary test revealed that there was an improvement on the students' vocabulary test score. All students gained different levels of achievement. The Index Gain showed only one student who was considered low, 7 students were at medium, and 3 students were at high Index Gain criteria. The number of students who were in the medium index gain was more than that of students who got high index and low index. However, all students showed positive improvement in their vocabulary score.

Furthermore, the calculation of *paired simple t-test* shows that the  $t_{crit}$  for  $df = 10$  at the level of significance 0.05 is +2.228 and -2.228. Table 4.6 also shows that the  $t_{obt}$  is - 4.834 and P value 0.001. Since  $t_{obt} > t_{crit}$  ( $4.834 > 2.228$ ) and P value is lower than 0.05 ( $0.001 < 0.05$ ). It means that there is a significant difference between the mean of pre- and post-test scores. Those findings lead to the conclusion that there was an improvement on the students vocabulary test score after the implementation of the teaching program. Therefore, *YouTube videos* could help young learners improve their vocabulary mastery.

Thirdly, with the respect to young learners' responses, the data revealed that the students responded positively. It showed that the students could express themselves through their own experience by hearing and seeing English words in *YouTube* videos, therefore they were able to observe how intonation matches facial expression. They were also able to accomplish the vocabulary exercise or worksheet well, such as in memorizing the words related to the videos and even when the researcher gave a quiz. The implementation of *YouTube* videos was able to motivate the students to perform better so they were eager to participate, and give contribution in the classroom. Data from observation showed that some students subconsciously said or applied the words studied to their teacher and friends after watching *YouTube* videos.

In relation to the success, data from response journals and interviews also revealed some positive responses to the use of *YouTube* videos. The students felt that the videos gave them some benefits. The students were interested and enthusiastic to follow the teaching and learning process because *YouTube* videos brings happiness and motivate them to be engaged actively in the lesson. Moreover, the students felt their vocabulary mastery got some improvement and they could recognize and memorize the words better.

Finally, *YouTube* videos provide authentic and meaningful language. Based on the students' performance described above, it can be concluded that the teaching vocabulary to young learners through *YouTube* videos in this study is considered successful because it enables students not only to memorize the words in English

better but also to learn vocabularies in a meaningful context. The topics discussed in each meeting - *Weather, what are people doing?, food and drink*, and so on (see table 1.2) - are within young learners' world. Thus, the teaching of vocabulary through *YouTube* video into certain extent is successful because the material might be interesting, the learning environment seems enjoyable, the period is relatively short and the material could attract young learners to learn vocabulary better.

## **5.2 Limitation of the Study**

As indicated in previous chapters, there are some limitations of this study. The first limitation is related to the time allocation for conducting the teaching program. The time was quite limited to implement the teaching program optimally. The researcher realizes that there must be some other aspects which still need further investigation. She also finds difficulties in accommodating individual needs because the students' ability and speed in learning language vary, for example: the high level students find that repeating activity is boring and more advanced students should be given more challenging and longer part.

The next limitation deals with the role of the researcher who also acted as the teacher who uses *YouTube* videos in teaching vocabulary, her subjectivity and conceptual bias might have affected the research result. Emilia (2005) describes, there might be a potential loss of objectivity of the researcher in every stage. To cover this problem, a teacher's assistant is invited in to act as independent observer and videotape the activity in classroom. The researcher also employed multiple sources of

evidence in data collection that allowed for a triangulation of the information taken from different sources

### **5.3 Recommendations**

Based on the findings of this research, the researcher recommends some ideas that could enhance the practice of teaching vocabulary to young learners. The recommendations of this study will be discussed in the following subsection.

First of all, for pedagogical implication of the study, *YouTube* videos can help young learners improve their vocabulary mastery and bring an enjoyable and motivating learning. The videos also obtain positive feedback from young learners, thus the use of *YouTube* videos in teaching vocabulary to young learners in formal or informal school is recommended. In addition, it is urged that the teacher who implements *YouTube* videos in teaching foreign language to young learners should be creative in 1) planning the lesson in order to give better guidance in implementing the teaching program, 2) selecting *YouTube* videos to be used, so that they will be appropriate with the students' needs, interests, and in particular the curriculum, 3) designing and organizing the activities, therefore the students not only can link the lesson to their own experience but also can overcome the resistance to the foreign language. In this case, *YouTube* video can enhance students' motivation to get engage in the meaningful, contextual activity, and in the same time, challenging.

It is also suggested that *YouTube* video is not too often to be used in the whole teaching program, for example *YouTube* can be conducted three to four times in the whole term or semester because their boredom comes also from the teaching media

used by the teacher. Besides, *YouTube* video will be successful in the implementation when the teacher can tailor the roles to play the student's strength.

The last, for future research, there are still plenty of rooms for this kind of research, particularly on the using of *YouTube* video in teaching program. For further exploration, upcoming research can extend the investigation on the implementation of *YouTube* video to improve students' speaking or listening skill. The researcher can work on ideas by using older sample with various context and videos. Other types of study such as experimental study also can be conducted for the upcoming investigation.

