

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers the conclusions based on the findings from the previous chapters and suggestions for further researcher, teachers and schools.

5.1 Conclusions

The lack of use of media became a problem in learning English as foreign language as indicated in this research. Basically, students' interest in learning English can be increased by providing interesting media in teaching English. As Stempleski & Tomalin (1990:3) stated, the help of moving picture and sound builds the interest.

In this research, it can be seen that film can help students in improving students' writing skill. As Stempleski & Tomalin (1990:3) stated, the videos can help the students to develop their skills in learning English such as listening, speaking, reading and writing skills. Giving certain activities by using video materials can develop the four skills.

The existence of subtitle is very effective in getting students' comprehension of the story in the film. As Danan (2004) stated, subtitling is helping the students visualize what they hear, especially if the input is not too far beyond their linguistic ability. Subtitling can also increase language comprehension and leads to additional cognitive benefits, such as greater depth of processing. Furthermore, the comprehension that students got from the subtitle could help them in rewriting the story in the film.

Film with subtitle is audiovisual media that can be used to improve students' vocabulary mastery. As a research conducted by Terrell (1986, in Linda 2004) showed that combining an unknown L2 word with a visual representation avoids a direct translation and facilitates vocabulary learning. Other research suggests that foreign words associated with aural or written translations and images are learned more easily than are those accompanied by pictures or text alone (Baltova, 1999; Guillory, 1998; Jones & Plass, 2002; Oxford & Crookall, 1990; Plass, Chun, Mayer, & Leutner, 1998, in Linda 2004).

This research tried to reveal whether there is significant correlation between students' rewriting of the story in film (variable X) based on writing test and vocabulary mastery (variable Y). The result shows that the coefficient correlation (r) equals to 0.784 while r_{table} is 0.361 (see table 4.3). Since $r_{counted} > r_{table}$, it means that there is significant correlation between students' rewriting of the story in film (variable X) based on writing test and vocabulary mastery (variable Y) (Sugiyono, 2007).

The result of this research shows that film can be one of media in learning English. Students did not only have good scores on rewriting of the story in film test but also in vocabulary mastery test. This means that the film can help the students to improve students' ability in rewriting the story in the film and to create interesting atmosphere in learning the vocabulary occur in the film as indicated in this research.

In addition, there was strong correlation between students' rewriting of the story in film and their vocabulary mastery. It can be seen from the result of correlation coefficient between the two variables in this research equals to 0.784 (see table 4.3). It indicates that students' vocabulary mastery can be improved through watching film and rewrite the story about it.

In conclusion, film is highly considerable media for teaching and learning English. It is time to use audiovisual media to increase students' interest in learning English.

5.2 Suggestions

Based on the result of this research, there are some suggestions for further researcher, teachers and schools, which will be elaborated as follow

1. For further researcher, it would be better to investigate the effectiveness of using film for another three skills in learning English, namely listening, speaking and reading skills.
2. For English teachers, it is time to make a resolution in teaching writing by using film to teach narrative. The use of film can also create a great students' retention of the vocabulary occur in film. It means that teaching vocabulary not only by using textbook but also by using film as audiovisual media.
3. For schools, it would be better to provide audiovisual tools for teaching and learning English.