CHAPTER V
CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The action research in this study was implemented to the tenth grade students of SMA Berbudi on March, 2012, during the second semester of the academic year of 2011/2012. This research study was successful to improve the speaking skill of the tenth grade students at SMA Berbudi by using videos. The actions carried out in two cycles were effective in improving the students’ motivation, self confidence, vocabularies and pronunciation. The actions consisted of the use of videos as modeling of the input text combining with the use of communicative speaking activities, such as games, discussions and role plays.

After implementing the two cycles, the researcher found some effective ways to improve the speaking skill of the tenth grade students at SMA Berbudi by using videos in the academic year of 2011/2012. First, the action using video could attract students’ attention and motivation in the teaching and learning process. The use of videos also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to make them more confident.

Second, the combination of the use of video and the communicative speaking activities, such as discussions, games and role plays were able to make the students speak English. They were able to make the students more active in joining the group discussion or sometimes giving instant comments in some cases.
Some students still mixed the English and Indonesian in the discussion but they followed the activity enthusiastically in every meeting. Therefore, the teaching and learning process became more interactive and communicative. Role plays were able to build the students’ self confidence to speak English. They were excited and also enjoyed doing these activities in front of the class. The last, games also helped the students enjoy the teaching and learning process of speaking. It was effective to alleviate the students’ boredom through the games which were able to create relaxed atmosphere in the classroom.

B. Implications

The conclusions have described the use of video that is effective to improve students’ speaking skill. The implications of the research are presented as follow.

1. The use of videos can attract the students’ attention and motivation in the teaching and learning process. By using videos, the students can listen how to pronounce some words and observe how to express some expressions. Besides, videos help the teacher explain the materials that will be taught clearly without talk too much. It also creates relaxed and enjoyable atmosphere during the lesson. This is effective to attract their attention and also change the monotonous teaching and learning process of speaking.

2. Discussions are effective to make the students involved in groups. It also helps them practice their English. Besides, it gives opportunities for the smart
students to correct their partner if they make mistakes. Thus, it is effective to improve the students’ confidence to speak English.

3. Instant comments are effective to express the students’ ideas spontaneously. The teacher asks some questions related to the video and the students spontaneously try to answer the questions.

4. Games are effective to reduce the students’ boredom during the speaking activities. It also builds the students’ confidence to speak English. It gives benefits to both the students and the teacher because games make the teaching and learning process more attractive and communicative.

5. The role plays are effective to improve the students’ speaking skill and self confidence. This activity maximizes the students to have an experience to practice a dialogue with their partners in English. Since the students are asked to perform the role plays in front of the class, they can improve their self confidence and also their speaking skill.

C. Suggestions

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusions and implications of this study. They are presented as follows:

1. For the English teacher

   The English teacher should consider the students’ needs and interest before designing the speaking materials. It is important for the teacher to vary the activities and use the communicative activities in the teaching and learning
process of speaking because it can reduce the students’ boredom and monotonous teaching and learning process. Besides, the teacher is required to provide videos in the teaching and learning process because videos help the teacher deliver the materials easily.

2. For the School Institution

The school can apply some efforts to improve the quality of the students’ speaking skill considering the problems that occur in the school, for example, they provide the relevant, communicative and appropriate media to support the teaching and learning process of speaking.

3. For Other Researchers

Other researchers who are interested in the same field are recommended to continue and improve this action research in order to find out other efforts to improve the students’ speaking skill by using videos.
REFERENCES


