

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study is used to get empirical evidence about the effectiveness of using YouTube videos on the students' listening ability in Procedure Text to Ninth Graders in SMPN of of Kedungwaru 3, Year Academy 2021-2022. It is needed to do this study to prove the theories and previous related studies that had been mentioned in the previous chapter.

Based on the finding, it can be synthesized that the YouTube videos strategy has a significant effectiveness on students' listening skills at ninth grade students of SMPN of 3 Kedungwaru. There was a significant difference in the listening score of students who were taught by YouTube videos and the other who taught by conventional strategy. It is proved by the score of pre-test and post-test in experimental class were different. The students' Pre-Test mean was 72.94. Meanwhile, the Post-Test mean was 78.29. Also proved by the result of hypothesis test by using significance 5% (0.05). Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_0) was rejected because the Significance is $0.004 < 0.05$.

It can be interpreted that there is difference mean score in reading of the students' taught by using YouTube videos and those taught by using

a conventional method for the ninth grade students of SMPN 3 Kedungwaru in academic year 2021/2022.

B. Suggestion

When taking the data at the ninth grade students of SMPN 3 Kedungwaru, the researcher experienced some difficulties in applying the YouTube videos. Below are some difficulties that occur when the author applied the YouTube videos on listening activity in Procedure Text.

The first, students who do not know the instructions of the researcher. There were some students who too lazy to following the class because they were accustomed to learning by the discourse method. Students usually only listen to the teacher's explanation and rarely do the activities that involved the whole mind to listen of materials. Thus, students did not want to get out of their comfort zone when studying. The researcher must encourage the students who are lazy to follow instructions directly. To overcome this, the researcher gave the understanding to students who are lazy, that what is learned today will be benefit for them one day, and tried giving them rewards after the lesson so they were excited when doing activities in class.

The second difficulty, the class condition that was not conducive. When this strategy applied, some students sleepy at the class. The class

atmosphere became silent. Only a number of students who are able to focus at the activity. The researcher often called them by name one by one, thus the students can focus their mind in activity.

The last difficulty, students were afraid to make mistakes when writing what they got from native to their minding concept in English and share their ideas. They were shy, not confident to their own capability. Even though some of them, understood what the researcher said in English. But, when the researcher gave the questions in English they answered in Indonesia. When using this strategy, the researcher encourages them to say and write whatever English words in their minds without fear of being wrong. The researcher gave them understanding that when we are wrong, that means we are learning.

Here are suggestions which the researcher hopefully, are useful for the students, English teacher and other researchers who are interested in teaching and learning reading by using Think Aloud strategy. The suggestions as follows;

1. For School

- a. For English Teacher

It is important to select appropriate strategy related to the students' condition at the class. The using of YouTube videos is recommend to improving students' listening skill. The students will be active

participants in the class because the materials conveyed by the native and then, it makes students confident to share their ideas. Furthermore, English Teachers should be more understanding the condition of their students, if the students in the classroom are bored with the teachers technique or method, the teacher has to find out another the appropriate method or technique. For teachers, this method can be used to stimulate students' listening skills with YouTube. Teachers can provide this method if students are bored with learning through books, they can be replaced with more interesting youtube media.

b. For the Students

The students can improve their vocabulary mastery by learning with YouTube videos strategy. It is hoped that students have a long-term improvement in their listening skill. for students, the use of the listening method using YouTube media can be done at home or at school. Students can use this method provided that it is used wisely and only when learning.

2. For Further Researcher

It is expected the future researchers can be conducted with similar theme by using both of quantitative and qualitative method. The test

can be given to know the perception of teachers and students related to the use of YouTube videos strategy in improving students listening skills. Moreover, this study uses two classes from a school as the sample. Hence, it is hoped that future researchers can use a bigger population from more than one school as the research sample.