CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion from the previous chapter, this study can be summed up as follows:

1. The result of pretest showed the average score of the experimental group was 61.9. While the average in the control group score was 57.6. It indicates that most students' scores were below the minimum completeness criteria. This problems were caused by several factor, such as (1) Students' lack of interest in learning English, (2) Difficult to pronounce sentences in English, (3) Many students feel uncomfortable because they are afraid of making mistakes and are afraid of being laughed at by their friends when trying to speak English, (4) The lack of media provided by the teacher during teaching activities, (5) The students' lack of understanding about the topics written in the Recount text material, and (6) There are many grammatical and spelling errors.

2. When giving treatment to the experimental class, the researcher used English self-video recording media with recount text. The stages in giving treatment consist of (1) observing, (2) communicating, (3)

gathering information, (4) associating/processing information, (5) giving video assignments, (6) reflection. Constraints The obstacles faced by the researcher during the observation activity were using video recordings with recount text and which caused the students' scores to not reach the minimum completeness criteria, namely (1) Many students were not confident when trying to tell their experiences in front of the class. (2) Students need a long time to make recount texts because they feel confused about choosing vocabulary, (3) some students have not been able to memorize the recount texts they made during video recording. This study revealed that the problem most often faced by students was the lack of self-confidence of students while the rarest problem was difficulty in understanding. In addition, by using recorded English self-video recount text, five aspects of speaking skills that were the focus of this study were improved effectively, namely (1) pronunciation, (2) vocabulary, (3) grammar, (4) fluency, (5) understanding.

3. Based on the results of the t-test, after using English self-video recording in the classroom, in the control class the average pre-test score was 57.6 and the post-test average score was 65. While the experimental class had an average score pre-test 61.9 and post-test

mean score 70.9. Next, the researcher compared t_t with t_0 on degree of significance 5% that was 1.67 Therefore, the result of t-test showed that $t_0 < t_t$ or 3.83 < 1.67. In brief, t-test show that H_a or alternative hypothesis was accepted. The hypothesis test shows the effect size in this study is 1.99, while strong effect category is (0.51 - >1.00). It can be concluded that there is a strong effect of English self-video recording using recount text to developing students' speaking ability at the tenth grade of SMK Semesta.

B. Suggestion

Based on the results of research and discussion, the researchers proposes several suggestions as follows:

1. For English teachers, it is necessary to improve the quality of learning that can hone students' abilities by providing interesting learning media and applying effective learning methods. The use of self-video recording with recount text in English learning aims to train students' speaking skills by conveying their respective experiences in English to be later delivered and recorded in video form, so that students not only speak but also know the meaning of the text delivered.

2. For students, using video recordings of themselves with recount text is one way to develop speaking skills independently, because students need to realize that having English language skills especially speaking can make it easier for them to get better jobs in the future.

3. For further researchers, researchers hope that this research can add references to enrich the treasures of knowledge, especially those related to the study of speaking. This study is able to describe self-recorded English videos using recount text to develop students' speaking skills in the tenth grade of SMK Semesta and the implementation of using English video recordings using recount text.