

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result from the finding in the discussion previously, that the students' perception on teacher performance in teaching vocabulary using video as median be result as follows:

In the first video and style of teaching can give more focuses and can become the stimulate for students to understanding the materials. Overall the teacher must understand first therefore delivery to the students. The second is the assessment; the teacher uses dialogue sections like interviews, conversation practices, and retelling news—the learning environment conducted in every meeting. In the assessing section, the teacher can know the students need in next section. The third is professionalism, and students' progress is a priority in developing students' capability in English, especially in vocabulary ability. Vocabulary is very important for speaking section, so if the teacher must giving many vocabulary to the students. The material can be repeated directly using video conversation, presentation, and discussion to build up their English. Using video can help the teacher in delivery vocabulary and how to say it.

Evaluating an EFL (English as a Foreign Language) teacher's performance in teaching vocabulary using video involves several factors. Videos can be an effective tool for teaching vocabulary, as they provide context, visuals, and auditory cues that support language acquisition. And the teacher must giving attention when using

video as tool in teaching, and giving attention time management.

EFL students generally have positive perception of using video as a learning medium, as it provides a dynamic and engaging way to learn. However, their perceptions can vary depending on factors such as the quality of the videos, the teacher's methodology, and the students' learning preferences.

The performance of an English as a Foreign Language (EFL) teacher and students' perception of using video as a learning medium are both crucial in determining the success of video-assisted language learning.

## **B. Suggestion**

Throughout the conclusion, the researcher gave suggestions as follows: the importance of implementing the interest apperception on instructional planning in English learning about time management for teachers, communication actively like mutual sharing in apperception and association section for every subject be able to appreciate mutually, provide exercise to check students' understanding. Related to the students' mood conduct in the model of bench design, it has the most significant effect on taking students' focus in teaching. Changing the bench position decreases the monotone section, resulting in an exciting situation appearing, as recommended, and the "U" position in the classroom triggers movement freely. Yet, it should be suitable for the subject materials. The teachers should here sensitivity in teaching. The teachers should realize that the students are comfortable or not.