

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of the research on the use of short story movies in improving students' listening skills at Junior High School 2 Carenang Satu Atap, the researcher draws the following conclusions:

1. The use of short story movies is effective in improving students' listening skills.

The implementation of short story movies in the classroom has proven to help students understand spoken English more easily. By combining both visual and audio elements, students are able to follow the storyline while simultaneously listening to the dialogue, which helps them to grasp vocabulary, pronunciation, and comprehension. Visual scenes also help students interpret the context, which makes it easier for them to understand words even when they don't know the exact meaning. The interactive nature of the media makes learning more engaging and reduces students' anxiety when listening to English.

2. Students gave positive responses to the use of short story movies.

The responses from the questionnaire showed that students enjoyed using short story movies in their listening classes. Most of them mentioned that this method made the learning atmosphere more fun,

less boring, and helped them focus more during the lesson. The storyline and characters made the content relatable, and students felt they could better connect with the material. Many also stated that they would like this method to be used more often because it increased their motivation to learn English, especially in the listening aspect.

## **B. Suggestion**

Based on the findings of this study, the researcher provides several suggestions:

### 1. For English Teachers

Teachers are highly encouraged to utilize short story movies in teaching listening skills. This media makes the teaching and learning process more interactive, enjoyable, and student-centered. Teachers can select short movies that are suitable for students' age and language proficiency level, preferably with clear pronunciation, subtitles, and engaging content. In addition, teachers should also provide pre-viewing and post-viewing activities, such as vocabulary introduction and discussion questions, to help students focus and reflect on what they have watched.

### 2. For Students

Students are encouraged to be actively involved in using audio-visual media like short story movies to practice their listening skills. Outside

of school, they can watch English content regularly, such as animated short films, YouTube videos, or educational dramas, with or without subtitles, to improve their listening comprehension. They should not be afraid of making mistakes and instead use media as a fun and easy way to learn. Taking notes on new vocabulary while watching and trying to repeat lines from the movies can also be helpful.

### 3. For Future Researchers

This study can serve as a reference for other researchers who are interested in exploring the use of audio-visual media in English language learning. Future researchers may consider applying this method to different educational levels (e.g., senior high school, university), examining how various genres of movies (comedy, drama, fantasy) influence students' learning experiences, or comparing student engagement and responses to animated versus live-action videos. Additionally, research can be expanded to investigate how short story movies contribute to the development of other skills such as speaking fluency, pronunciation, or critical thinking through reflection and discussion.