

## BAB V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the data analysis presented in the previous chapter, it was concluded that students' speaking ability showed a significant influence after the application of Conversational Video compared to conventional teaching. The use of Conversational Video in improving students' speaking had a significant impact, especially on the aspects of Grammar (18.07), comprehension (18.11), vocabulary (16.57), fluency (7.71), and pronunciation (2.21). The real impact of Conversational Video on students' speaking ability in asking for and giving information in class X MAN 1 Solok was clearly seen from the comparison of the average (mean) post-test scores. The experimental class using this technique recorded a higher average (64.82) compared to the control class using the Conversational Video method (54.56). Furthermore, statistical data from the independent sample t-test showed a significance value (sig. value 2-tailed)  $p = 0.002$ , which is smaller than the specified significance level ( $\alpha = 0.05$ ). This finding statistically accepts the research hypothesis, which confirms that there is a significant positive influence of the use of Conversational Video on students' speaking abilities.

#### B. Suggestion

The results of this study significantly demonstrate that the use of Conversational Videos makes a positive and significant contribution to improving

students' speaking skills. Based on these crucial findings, the researchers have formulated several recommendations for relevant parties:

First, English teachers are strongly encouraged to adopt and regularly implement Conversational Video Media in speaking sessions. This approach has proven effective in improving all elements of speaking skills, from pronunciation, grammar, vocabulary, fluency, to comprehension, while making the learning experience more engaging and enjoyable. Teachers are also advised to carefully select teaching materials and methods appropriate to the students' competency levels.

Second, it is important for students to understand that, while Conversational Video and discussion are powerful methods, they are not the only solution; there are many other meaningful learning techniques that can be explored to continuously overcome difficulties and improve speaking skills.

Third, it is hoped that the findings regarding the effectiveness of Conversational Video Media can serve as a valuable reference and strong validity for future researchers aiming to conduct more in-depth and comprehensive studies in the future.

## BIBLIOGRAPHY

- Alver-Yucel, N. (2017). The effect of short videos on the use of speech acts in EFL classes. *Journal of Language and Linguistic Studies*, 13(2), 321–335.
- Anderson, M. and Anderson, K. 2002. *Text Type in English 3*. Australia: Macmillan.
- Arbain, M., Ramadani, F., & Hartatya, N. (2023). *Listening Made Easy: The Impact of Conversational Videos on Students' Listening Comprehension*. TEFLA Journal, Vol. 5 No. 2.
- Arsyad, A. 2002. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Beal, C., & Steier, R. (2024). *Dialogues across time and space in a video-based collaborative learning environment*. *International Journal of Computer-Supported Collaborative Learning*, 19, 157–186
- Blaz, D. 2001. *A Collection of Performance Tasks and Rubrics: Foreign Languages* Larchmont, NY: Eye on Education.
- Blundel, J., et al. 1982. *Function in English*. New York: Oxford University Press.
- Brewster, J., et al. 2000. *The Primary English Teacher's Guide. (New Ed.)*. Essex: Penguin Press.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching (4th Ed)* New York: Addison Wesley Longman Inc.
- Chatta, B. (2024). The effect of YouTube on speaking and listening skills of students *International Journal of Instruction*, 17(4), 149-162.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson.
- Dewi, R.A.W., Hastini, & Manurung, G.N. (2025). The effectiveness of YouTube to improve English speaking skill of eighth grade students at SMP Negeri 19 Palu. *ELS Journal on Interdisciplinary Studies in Humanities*, 8(3).
- Febri S, Aprliaswati, R., & Wardah. (2022) Designing Transactional Conversation Videos as Supplementary Materials to Support Teaching English Speaking Skill JSRET (*Journal of Scientific Research Education, and Technology*), 1(1), 419-432.

- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th ed.). Pearson.
- González Cabañas, L., & Núñez Mercado, P. (2024). *Using YouTube videos to improve students' speaking skills: EFL teachers' perceptions*. *MEXTESOL Journal*, 48(4), 1–11.
- Grauberg, W. (1997). *The elements of foreign language teaching*. Clevedon: Multilingual Matters.
- Harmer, J. 2001. *The Practice of English Language Teaching*. 3rd edn. Cambridge: Longman.
- Ladousse, G. P. (1987). *Role Play: Resources for Teachers Series*. Oxford: Oxford University Press.
- Lestari, P. (2019). Students' creativity in producing English speaking videos: A classroom action research. *Journal of English Language Teaching and Learning*, 8(1), 45–54.
- Li- Ling KUO, Christine. 1991. *The Importance of Educational Media in Teaching*. *Bulletin of Social Education*, Volume 20, pp. 61-88.
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Luoma, S. (2009). *Assessing speaking*. Cambridge: Cambridge University Press.
- Magasic, M. (2017). Watching me watching you: YouTube vlogging and digital subjectivity. *Journal of Cultural Analysis and Social Change*, 2(1), 1–10. <https://doi.org/10.20897/jcasc.201701>.
- Masruddin. (2018). *The effectiveness of using video in teaching speaking at the tenth grade of SMAN 1 Bontomarannu*. *English, Teaching, Learning, and Research Journal*, 4(1), 45–56.
- Mulya, Y. (2016). *Improving Students Speaking Ability Through Role Play Technique (A Classroom Action Research at Grade XI of SMA Negeri 1 Karanggede in Academic Year of 2015/2016)*.
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle Publishers.

- Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. New York: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Smith,K (2020). *Digital Media in Learning Education*.Routledge.
- Sugiyono, *Metode penelitian pendidikan*, CV Alfabeta, Bandung, 2019.
- Yukselir, C., & Komur, S. (2017). *Using concept mapping as a strategy to improve reading comprehension in English for academic purposes*. *Journal of Language and Linguistic Studies*, 13(2), 273–284.

