

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this final chapter of the study, the researcher offers the study conclusion along with suggestions which builds on the research findings and discussion from previous chapters.

#### **A. Conclusion**

Based on the results of classroom action research conducted in two cycles, it can be concluded that the use of Vyond animated videos has proven effective in improving the listening skills of students in class X-A MAN 5 Kediri on report text material. The improvement in students' abilities can be seen from the test results in each cycle, where the average score of students increased from 66 in the pre-cycle to 74 in cycle I, and then increased again to 79 in cycle II. The percentage of learning completeness also increased from 31% in the pre-cycle to 62.5% in cycle I, and reached 84% in cycle II, which means that it exceeded the minimum completeness criteria, namely 80% of students obtaining a score of  $\geq 75$ .

This success shows that Vyond, as an audio-visual learning medium, can help students understand spoken text better because the information is presented in an interesting and contextual way, aided by animated visualizations. These results are in line with Multimedia Learning Theory (Mayer, 2014) and Constructivist Theory (Vygotsky & Piaget), which emphasize the active role of students and the effectiveness of combining visual and audio elements in learning.

In addition to improving learning outcomes, the use of animated videos also has a positive effect on student motivation and participation. Students become more focused, enthusiastic, and actively involved during the learning

process. Teachers also feel assisted because animated media facilitates the delivery of abstract material through visualization.

However, this study also found several limitations in the application of Vyond media. First, the process of creating animated videos takes a long time, so teachers must prepare the material well in advance of the lesson. Second, the use of internet-based media such as Vyond requires a stable network connection; network disruptions can hinder the smooth running of the lesson. Third, some students still need special guidance to grasp information from English audio, even with visual aids. Despite these shortcomings, Vyond media can still be used as an innovative learning strategy to improve high school students' English listening skills.

## **B. Suggestions**

Based on the results of the research obtained, several suggestions can be given as follows:

1. For English Teachers: Teachers are advised to utilize technology-based learning media, such as Vyond animated videos, in teaching listening skills. This media not only makes learning more interesting, but also helps students understand the context and meaning of the text more deeply.
2. For Students: Students are expected to be more active in participating in learning activities by utilizing animated media. Students can also use animated videos as a source of independent learning outside of class to improve their understanding of various types of English texts.

3. For Schools: Schools are expected to provide adequate support in the form of facilities such as internet networks, computer devices, and projectors so that animation-based learning can be implemented optimally.

4. For Future Researchers: Other researchers can develop this study by focusing on other English language skills, such as speaking or writing, or by using other types of animation besides Vyond to compare their effectiveness. Additionally, the study can be expanded using mixed methods to explore the affective and cognitive aspects of students during the learning process.