

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will present about the conclusion of the research and give some suggestion to the teacher, students and also for the next researcher.

A. Conclusion

Based on the analysis and findings presented in this study, it can be concluded that the main objective to determine the effectiveness of using youtube videos and powerpoint slides in teaching English speaking skills at MTsN 3 Kediri as successfully achieved. The hypothesis testing using ANCOVA showed a significance value of $0.038(<0.05)$, indicating that there was a statistically significant difference between the students taught using youtube and those taught using powerpoint. This means the alternative hypothesis (H_a) was accepted, confirming that youtube based instruction had a positive and significant effect on students speaking performance. These findings demonstrate that youtube videos, as an authentic and interactive learning medium, effectively enhanced students fluency, pronunciation, vocabulary, and confidence in speaking English. Therefore, the study concludes that integrating youtube into speaking instruction is more effective than traditional powerpoint based teaching in improving students English speaking skills. Furthermore, the researcher emphasized that maintaining independent assessment was important to ensure the objectivity of the research findings. The

students' scores used in this study were handled solely by the researcher and were not taken from or matched with the classroom teacher's assessment in order to avoid bias and to maintain the validity of the study. However, this study still has several limitations, one of the limitations is related to the scoring process, in which Rater 1 and Rater 2 produced identical scores on several assessment aspects. Although this consistency indicates agreement between raters, it may also suggest a potential lack of scoring variation or insufficient differentiation during the evaluation process. As a result, the uniformity of scores may reduce the sensitivity of the assessment in detecting subtle differences in students' speaking performance.

B. Suggestion

Based on the conclusion above, there are some suggestions to the English teacher, to the students, and also for the next researcher.

1. For Teacher is one of the components in teaching learning process, as English teacher, especially English teacher in senior high school must able to create a new strategy in learning process because it can increase the interest of the students in learning English. The next teacher should be patient in the class because sometimes the teacher found many trials in teaching learning process. The researcher hoped that the teacher should motivated the students in learning process. The last, teacher should use English as means of communication in class, so that the stidents will imitate the habbit of the teacher to use English as communication.

2. For the students

The students have to improve their oral ability especially English skill, because English is the international language and the students need it. The students can improve the oral ability by practicing everyday in their daily with their friends so it will be their habitually to speak English.

3. For the next researcher

The researcher it was recommended to manage and assess the students' scores independently. The assessment results used in their research should become their own data and should not be the same as or taken from the teacher's classroom scores. This independence was necessary to avoid bias, preserve data authenticity, and ensure that the findings truly reflected the effect of the treatment..