

CHAPTER V

RESEARCH FINDING AND DISCUSSION

Based on the analysis and finding in the previous chapter, the use of video record to improve speaking skill on narrative is good to be applied. This chapter presents the conclusions of the research. The analysis of the data can be concluded as the following representation.

A. Conclusion

1. From the findings, it can be concluded that this study has answered the statements of the problem which are mentioned in chapter I. The research shows what video record is meant to be used and how to use video record in teaching and learning English. The video record which was used in this study was created by the students. The steps of using video record in teaching and learning English are elaborating the materials, explaining the procedure in creating the video record, creating the video record helped by their partner, presenting the video, and having evaluation by discussing their strength and weakness in order to improve the students' speaking skill.
2. From the difference of the score from the experimental group shows that the students' score increased significantly after they were taught using video record. The improvements are 14.65% in grammar, 17.35% in vocabulary, 10% in comprehension, 15.35% in fluency, and 6% in pronunciation. And the

improvement of the total score is 12.67%. The significant improvements of the students' speaking skill show how video record improves students' speaking skill.

3. From the table of the scores from both of the experimental and control group have been calculated, and the result shows that the total posttest score of the experimental group (XI A-3) is 2084 whereas the total posttest score of the control group (XI A-2) is 1924. The mean of the experimental group's score is 69.47, while the mean of the control group's score is 64.13. The calculation of t-test shows that t-value is higher than t-table. It's found that t-value is 11.29. While based on the 58 degree of freedom and 0.05 significance, shows that the t-table is 2.000. It means that $t\text{-value} > t\text{-table}$. Thus, the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. The result is the students who are taught through video record have better speaking skill than those who are not taught through video record.

B. Suggestion

This research focuses on the use of video record to improve speaking skill on narrative text. The subject of the study is the eleventh grade students at SMAN 1 Waru. Based on the conclusion above, some suggestions are given to the teacher and the further researcher(s).

1. For English Teacher

The English teacher can use video record as the alternative variation in teaching speaking for eleventh graders. It is recommended to be applied. Besides the result of the students' score is good, it also can be used as rehearsal to improve the students' speaking skill.

2. For Next Researcher

The researcher focuses the research on video record, students' speaking skill, narrative text, and for the eleventh graders. Therefore, the researcher gives some suggestion for the next researchers who are interested in developing the use of video record in teaching and learning English. They can apply the use of video record to any other graders. They can change the topic to create another video record such as creating video record of a role play, speech, or news report. Yet, it's good to be applied because the students can replay the video to find their weakness, so that they can improve their speaking skill. And it might be good as the teaching variation to engage students in to English learning process.