

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion for the teachers, the students, and the next researcher related on the whole of research result.

#### 5.1 Conclusion

In this chapter, the researcher focused on concluding the result of research questions which applied in *The Relationship between Students' Extensive Listening through YouTube and Their Speaking Ability*. In the first research question, researcher had to find is there any relation between extensive listening through YouTube and speaking ability by the hypothesis follows:

*H1*: There is any correlation between extensive listening through YouTube and student speaking ability.

*H0*: There is no correlation between extensive listening through YouTube and student speaking ability.

Based on the “r” Pearson product-moment calculation by conducting 21 students. The result of the significant number was 0.13 higher than the standard significant number, 0.05. It means that *H1* is accepted, the correlation positively has between extensive listening through YouTube and speaking ability.

Secondly, the research question also sought for the significance correlation between those variable, extensive listening and speaking ability such as follows;

*H<sub>a</sub>* : Between extensive listening through YouTube and student speaking ability has significance correlation.

*H<sub>o</sub>* : Between extensive listening through YouTube and student speaking ability has no significance correlation.

From the correlation calculation finding, the result of  $t_{count}$  is higher than  $t_{table}$ ,  $2.726 > 2.53$ . It means  $H_a$  accepted. So, the result of the second question research is significant. Therefore, the researcher summarizes that extensive listening through YouTube really gives contribution and has medium significance correlation to the ability of speaking. In addition, in the extensive listening, students also acquired the ability in the proof-listening skill that impacts a good speaking performance. The good speaking performance is gotten from a good listening mastery.

## **5.2 Suggestion**

### **1. For Teachers**

Derived from this research, the researcher suggested if the more students used the source of extensive listening as much as possible, their will develop their own listening ability. In addition, from conducting extensive listening will make encouragement, input, and also references for students to speak English properly. Therefore, before starting to ask students to speak up, the teachers are better to expose and prepare the language as much as possible, so students will be motivated to speak well especially memorizing a lot of vocabularies and know how to pronounce better.

### **2. For Students**

For language learners, the researcher suggested to motivate and enrich yourself with language knowledge through several YouTube channel like MinutePhysics, Ok Go, Floccabulary, Vi Hart, etc. Students can conduct extensive listening activity not only from YouTube but also from other sources that students like about. Nowadays, the internet produces the easy way to find the media for developing language skill, especially speaking skill. Renandya (2010) also believed there are other online resources that are suitable for lower proficiency learners of English such as Voice of America Special English, BBC World Service, ESL Podcasts, Storyline Online. Through extensive listening activity, students enjoy listening to

what their interest in order to obtain a lot of input then develops their listening mastery.

### 3. For The Next Researchers

At the beginning of the research, the problem was in the newest program of the related school that has not been optimally formed. The speaking program itself was known as *English Corner*. That is made the researcher difficult to perform the observation related to the study. However, the purpose of the program is to increase students' international class to develop their speaking ability to be more fluent and accurate. Unfortunately, the program development is not yet proper with the indicators and standards of student achievement in speaking. This problem makes the researcher has difficulty in making observations related to grades of student speaking activity. In addition, it needs the appropriate rubric for assessing process besides to motivate them to be more active in related program development. Because the speaking program in SMA Muhammadiyah 2 Surabaya has existed as an extracurricular activity, it really needs to apply the program development to improve students' ability to be more optimal. The consideration in the program development is really needed to made student improve their speaking ability. Hopefully, from this study will give benefits for the further researcher consider with the similar research.