

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After completing the research stage, the researcher formulates conclusions based on the results obtained. These conclusions then becomes the end point of the research process, providing a clear summary of the findings and their implications. Furthermore, in providing conclusions, the researcher also provides several relevant suggestions related to this research. These suggestions includes directions for further research based on the study findings.

5.1 Conclusions

There has been a significant increase in students' listening comprehension when using audiovisual aids. In the first week, Class B students obtained an average score of 67.16, which was observed during the test; students were able to answer by contextualizing the video shown. This contrasts with the audio-only test conducted in Class A, where the average score was only 58.88. The researcher assumed that students faced some difficulty because the test was audio-only and lacked visual cues. In the second week, the test format was switched: audiovisual was given to Class A, and audio-only was given to Class B. Class A obtained an average score of 65.63, while Class B obtained an average score of 54.03. The scores for Class A increased with the audiovisual test, whereas the scores for Class B decreased compared to the previous week. Both classes showed a preference for learning listening comprehension through audiovisual rather than audio-only.

Based on the hypothesis results, there was a significant difference between the audiovisual and audio-only outcomes with a very small p-value of 0.002. Therefore,

the researcher reject the null hypothesis (H_0) and accept the alternative hypothesis (H_a).

5.2 Suggestions

From the conclusions obtained, it is proven that the use of audiovisual media has a positive impact on English language learning, especially in the context of listening learning. This is proven by the better response from students in classes A and B to learning that uses audiovisuals compared to those that only use audio. The use of audiovisual media provides additional stimulus that can strengthen students' understanding and auditive skills in English. Therefore, it is recommended that this method be applied more in the context of English language learning, especially in teaching listening.

For future researchers who are interested in continuing this research, it is recommended to adopt a similar design but carried out in a different research location. By conducting similar research in different locations, it can provide further confirmation of the effectiveness of using audiovisual media in English language learning more generally. This can help expand our understanding of the effectiveness of this learning method in various contexts and learning environments.