

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The conclusion of this study is that the use of YouTube English movies significantly enhances students' speaking abilities compared to traditional learning methods using English story texts. The results clearly indicate that students in the experimental class, who were taught using YouTube English movies, achieved higher scores and showed greater improvement in their speaking skills than those in the control class.

1. **Learning Outcomes in the Control Class:** The learning outcomes for the control class, which used English story texts, indicated that students showed moderate improvement in their speaking abilities. Before the intervention, the maximum score was 80, and the minimum score was 40, with a mean score of 62.83. After the treatment, the post-test results showed a decrease in the maximum score to 70 and a mean score of 56.47, indicating that the use of English story texts was less effective in enhancing students' speaking skills compared to other methods.
2. **Learning Outcomes in the Experimental Class:** The learning outcomes for the experimental class, which used YouTube English movies as a teaching tool, showed a significant improvement in students' speaking abilities. The pre-test scores ranged from a maximum of 70 to a minimum of 40, with a mean score of 53.70. After using YouTube English movies in the post-test, the maximum score increased to 100, and the mean score rose to 75.53. This significant increase in scores demonstrates that the use of YouTube English movies was more effective in developing students' speaking skills compared to the control class.
3. **Effectiveness of Using YouTube English Movies:** The analysis of data clearly indicates that YouTube English movies are effective in enhancing students' speaking abilities. The t-test results show that the calculated t-

value ( $t_0 = 6.646$ ) is higher than the t-table value (2.060) at a significance level of  $\alpha = 0.05$  (5%). This finding supports the alternative hypothesis ( $H_a$ ) and rejects the null hypothesis ( $H_0$ ), confirming that the experimental class students who used YouTube English movies performed significantly better in speaking skills than the control class. Additionally, the use of YouTube media proved to be more engaging and motivating for students, contributing to their higher performance compared to traditional methods using textbook-based English story texts. Therefore, it can be concluded that implementing YouTube English movies as a learning tool is more effective and beneficial in improving students' speaking abilities and motivation.

## 5.2 Suggestion

Based on the above conclusions, some suggestions can be made to:

### 1. For The Students

Students are expected to be more active and often practice in speaking in class. Then, they can share with each other in solving difficulties with each other. Students should also ask questions related to things that are difficult in learning so that the teacher can find out the students' difficulties. Then students are also expected to use the Youtube application outside of school hours. Students can choose learning targets in the Youtube application, the goal is to get used to practising English, especially in honing speaking skills so that learning is maximized and can be used in everyday life.

### 2. For The Teacher

The teacher should make the decision based on the results of this research. YouTube English Movie, as a method of teaching Speaking skills, has helped students to be more active in class. In addition, it will provide motivation to students in the form of encouragement to learn because the Youtube application is designed in the form of a modern learning that is quite interesting so that students feel happy and enjoy learning. The Youtube application is also very helpful for teachers in the learning

process, especially learning speaking. With the YouTube application, teachers are expected to continue to innovate in the world of education, teachers can develop distance teaching materials for students, accessible anytime and anywhere. In order not to be left behind by civilization, teachers must master current learning technology, for example YouTube.

### 3. For The Researcher

The Researcher hopes that because the YouTube English Movie was introduced by the researcher, it will work. Other researcher followed him to apply these techniques not only by teaching English speaking skills but also trying to apply other skills in Senior High Schools, Madrasah Aliyah, or other schools. It is hoped that this research can open a new window of knowledge and can be used as a reference or insight for future researcher. Future researcher are expected to be able to carry out similar research even better as time goes by.

