

CHAPTER IV CONCLUSION AND SUGGESTION

In this chapter, the conclusions of the research that has been carried out related to animated videos to teach listening will be explained, which answers research questions one and two. Researchers discovered several characteristics of animated videos to teach listening recount text. Then after that, a product is developed that is following the characteristics that have been found. Furthermore, suggestions are also presented in this chapter for participants related to this study.

4.1 Conclusion

Based on research question one, related to the need for video animation to teach listening recount text, researchers found that it is necessary to know the characteristics of video learning, the principles of teaching listening, and the principles of material for teaching listening first. Then the need for video animation to teach listening is described in the following characteristics, first, presenting the content of the listening material clearly and by the level, needs, and interests of students. Second, visualizing the listening material precisely and interesting. Third, presenting listening materials and activities to provide changes in students' language and behavior. Fourth, providing listening tasks and exercises based on students' level. Fifth, promoting user-friendly. Sixth, applying high-resolution video.

Furthermore, in the second research question, related to product development, researchers found that product development was carried out in several steps such as the development of learning objectives in animation videos recount text to teach listening, the development of animation videos that adapt to the learning process of listening recount text, the development of visualization and audio in video animation for teaching listening recount text, the development of content in video animation for teaching listening recount text, and the development exercise in animation video for teaching listening recount text. The development is carried out based on the characteristics of

video animation to teach listening recount text combined with steps in developing learning videos (library research on journals and books). Furthermore, after expert validation, this product is declared feasible but needs to be made several revisions, namely revisions to grammar and additions in the assignment section.

4.2 Suggestion

Based on the findings and discussions that have been put forward in the previous chapter, several suggestions were given to the participants that were closely related to this study.

4.2.1 For English Teachers

In the learning process, teachers need to choose the right method and activity to teach listening recount text using video animation. This is useful so that the learning process does not run monotonously, boring, and learning goals can be achieved. In addition, by teaching and learning listening recount text using video animation, classes will be fun and increase students' motivation to learn.

4.2.2 For Students

By learning to use video animation, students will find it easier to understand the recount text material presented, because video animation itself consists of images that can visualize abstract things. And audio that resembles the sound of a native speaker can hone students' listening skills.

4.2.3 For Other Researchers

The weakness of this study is the limited time in conducting research. Which in this study was not carried out in trials. Other researchers are advised to be able to test their products so that the results will be more optimal.