



CHAPTER V

THE CONCLUSION AND RECOMMENDATION

V.1. Conclusion

According to the data analysis explained in the chapter IV, there are some conclusions related to research finding about the effect of using video on the writing motivation at the first year of Senior High School Students in Pekanbaru as the following points:

- A. According to result of independent sample t-questionnaire in SPSS Version 20, the value of sig (2-tailed) is 0.459. It is higher than significant probabilities of 5% ($P > 0.05$). Meaning that H_0 is accepted and H_a is rejected. In other words, there is no significant difference of writing motivation between students' who are taught by using video and who are taught without using video in pre-questionnaire at the first year of Senior High School Pekanbaru.
- B. According to result of independent sample t-questionnaire in SPSS Version 20, the value of sig (2-tailed) is 0.000. It is lower than significant probabilities of 5% ($P < 0.05$). Meaning that H_0 is rejected and H_a is accepted. In other words, there is significant difference of writing motivation between students' who are taught by using video and who are taught without using video in post-questionnaire at the first year of Senior High School Pekanbaru.

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- C. According to result of paired sample t-test in SPSS Version 20, the value of sig (2-tailed) is 0.000. It is lower than significant probabilities of 5% ($P < 0.05$). Meaning that H_0 is rejected and H_a is accepted. In other words, there is significant difference of the students' writing motivation before being taught by using video and after being taught by using video at the first year of Senior High School Pekanbaru.
- D. According to effect size manual computation, the result of eta square for paired sample t-test for students' writing motivation is 0.64 ($0.64 > 0.20$). Meaning that H_0 is rejected and H_a is accepted. In other words, there is significant effect of using video towards students writing motivation at the first year of Senior High School Pekanbaru.
- E. According to the result of linear regression in SPSS Version 20, the value of significance (sig.) is 0.429. It is higher than significant probability of 5% ($P > 0.05$). Meaning that H_0 is accepted and H_a is rejected. In other words, the students' writing motivation does not significantly implicate their writing achievement.



V.2. Recommendation

Dealing with the conclusion of the research, there are some recommendations as follows:

A. Recommendation for the teacher:

1. The teacher can use the video as the alternative ways to fire-up the student's motivation to learn English, not only in writing but also in all activities of English Language Teaching. The teacher has to remember that the video is an assisting tool in teaching so another most important thing is the teaching method. In this research, the active viewing technique was implicated to incorporate the using of the video. Meaning that, it can be incorporated with other teaching methods and it can be used to develop other language components, such as attitudes, interest, speaking and listening skill, and vocabulary.
2. The teacher has to be selective in choosing the content of video because it is used in teaching and learning. The content should avoid the incivility values.
3. The teacher should estimate the consumption of time in playing the video. As it is assisting tool, the main point is still the teaching and learning process. Thus, the video selected should be efficient in time and effective in content.



B. Recommendation for the students:

1. The students can use the video not only as the source of language learning but also as media to show off their creativity in practicing language. It can be used as project of English communication program which is quite popular today.
2. The students can collaborate with the teacher to select the material which might be appropriate for them to use as learning source.

C. Recommendation for the next researcher:

1. Extend the implication of the video, such as the content, the techniques, and the impact which are not just for improving writing motivation, but also to other elements of language learning.
2. Internalize the theory about writing motivation because there are only few studies discussing about this variable.

V.3. Implication of the Research

The using of video seems to give some contribution in improvement of the students' writing motivation. The provision of the video content can make the learning process more enjoyable and more interesting. Yet, there are questions coming to mind, is the improvement of writing motivation only effected by the using of video? How effective is the using of video toward writing motivation?

The using video as a teaching medium has significantly improved the students' writing motivation. However, this improvement is not only due to the impact of the using video, but also there are some other factors, such as the teacher,



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the topic, the activity, and the technique. The role of the teacher exactly influences the students' writing motivation as one of the teacher's roles is to motivate the students to write. Also, the teacher creates the enjoyable atmosphere in classroom so that the students can enjoyably generate ideas and make efforts to do the writing activity maximally (Hidi and Boscolo 2007: 261).

The topics that the teacher presented to the students also influence the students' writing motivation. The interestingness of the learning topic can influence the students' comprehension so they can produce the writing text. Yet, something that should be taken into account is that the interesting material or topic should fits the students' knowledge level so they can write what they understand (Hidi and Boscolo 2007: 261). The using of video can be incorporated with various teaching methods. The good selection of the teaching methods also influences the writing motivation. The steps of activity that the teacher instructs should have made the students able to be enjoyable, to perceive the real condition about what happen in the video, to plan and write of important parts of the video content.

Based on the research finding, the using video gives significant effect towards the students' writing motivation. However, the effectiveness of this teaching medium towards writing motivation might be found theoretically. According to Stempleski in Richard and Renandya, video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language (Richard and Renandya 2002: 364). It is also the extremely motivational teaching tool for both practicing listening skill and



stimulating speaking and writing (Katchen 2002). Video as the recent teaching technological aid used in ELT has given the good contributions for English skill development. It can function as the motivational teaching equipment with the elements of visual and audio that is useful in improvement of listening skill or stimulating the speaking and writing skill.

According on the study of Aiex and Kortner, teachers have long used the media, and particularly film, to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and they are now considerably more accessible and less cumbersome to use (Aiex and Kortner 1988). Wlodkowski stated that the students tend to pay more attention in restoring their interest and energy by using the changing things (Wlodkowski and Ginsberg 2010: 105)..

In ELT, video can be applied in several activities. These can be process of instruction between learners and instructional activities, such as lecturing, discussing, showing a video, and playing game. Then, the learning materials as physical resources used to instruct, such as films, book, etc (Wlodkowski and Ginsberg 2010: 105). Also, Stempleski and Tomalin said that children and adult feel their interest quicken when language experienced in a lively way through television and video; the combination of moving picture and sound can present language more comprehensively than any other teaching medium (Stempleski and Tomalin 1990: 3).

In short, the advantages of using video in ELT are motivating students'



reaction in learning English, paying students' attention restoring their interest and energy, and as the physical resource used as instruction.

Harmer stated that there are some reasons why video can add the special, extra dimension in the learning experience:

- a. *Seeing language in use*: One of the main advantages of video is that students do not just hear the language, they see it too. This greatly aids comprehension, since for example, general meaning and moods are often conveyed through expression, gesture, and other visual clues. Thus, we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers see beyond what they are listening to, and thus interpret the text more deeply.
- b. *Cross-cultural awareness*: Video uniquely allows students a look at situations far beyond their classrooms. This is especially useful if they want to see, for example, typical British 'body language' when inviting someone out, or how Americans speak to waiters. Video is also of great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.
- c. *The power of creation*: When students use video cameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video making can provoke genuinely creative and communicative use of the language, with students finding themselves doing new things in English.
- d. *Motivation*: For all of the reasons so far mentioned, most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks (Harmer 2002: 282).

Video also benefits in English language learning because it can show the students the contextual use of language, the culture of the language learned, creativity, and motivation in learning English language.

Video is very advantageous to use in English teaching and learning activities because it can develop English language skills, such as Practicing listening, and

stimulating speaking and writing. For writing skill, video can be used as stimulus in developing idea as well as effective to motivate the students in expressive writing. According to Raimes in Richard and Renandya, to open up the classroom to shared experiences-to topic to stimulate writing-, teachers turn other materials, such as videos, software, and books (Richard and Renandya 2002:311).

In addition, a recent study by Tatsuki shows that video can be used as a stimulus to write in a variety of genres, styles and persuasive forms (Tatsuki 1998). In Addition, Wolf stated that using engaging and popular video materials, to be highly effective in eliciting creative, fluent and remarkably expressive writing from otherwise recalcitrant and unmotivated students (Wolf 2006). It is clear that video is so effective if it is used in improving writing motivation because it can improve the creativity in expression; stimulate to write with various genres.

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