

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

Based on the data analysis, it can be firmly concluded that maximizing the English Speech Videos on YouTube can enrich students' vocabulary. The implementation of enriching the students' vocabulary involved several steps, which were: plan, action, observation, and reflection based on the Classroom Action Research (CAR). The planning stage consisted of planning the ideas of strategy to solve the problems, such as: setting the criteria of success, preparing the materials, making the test questions, and making the lesson plans. At the same time, the action stage is to accomplish all the plans made, such as: preparing the class, watching the English Speech Videos, teaching the vocabulary, and conducting the tests. Moreover, in the observation, observing the implementations of the strategy, observing the classroom environments and the students' enthusiasms, and observing the things that need to be fixed and revised for the next cycle until the problems get solved and the criteria of success is successfully achieved. Particularly, making such beneficial reflections got from the observation must be done in the reflection stage.

Therefore, the students made significant improvements in enriching their vocabulary. The classroom environments and the students' enthusiasm increased as well. The classroom environments became more conducive and interactive, and the students truly paid attention to the videos and the teacher's explanations. Particularly, the scores among the pre-test, post-test 1, and post-

test 2 are strong shreds of evidence that English Speech in YouTube Videos can improve students' vocabulary bank. The scores of the whole test have shown that in the pre-test, there were only 5 students who passed the MMC, in post-test 1, there were 12 students who passed the MMC, and in post-test 2 there were 18 students who passed the MMC out of 20 students. Additionally, the level of ability of the pre-test shows that only two students got excellent, nine students got good, two students got average, and seven students got poor. In contrast with post-test 1, there were twelve students who got excellent, four students got good, and four students got average. Particularly, there were 18 students who got excellent, one student got good, and one student got average in post-test 2. The average score of the pre-test was only 59,125; in the post-test 1, 77 average scores were made with 17,875 improvements, and in the post-test 2, 93,25 was made with 34,125 improvements between pre-test and post-test 2, and 16,25 improvements between post-test 1 and post-test 2. Moreover, the percentage of passed students also increased, which in the pre-test only 25% of the students passed, in the post-test 1 60% with 35 improvements, and in the post-test 2, 90% of students passed the MMC.

## B. Suggestion

1. It is fully suggested that the students, specifically the 7th grade, will enrich their vocabulary bank by themselves by using the English Speech Videos on YouTube. In addition, it is also suggested that other English teachers can use the same strategy to improve students' vocabulary by using existing technology, specifically YouTube.
2. On the other side, it is suggested that other researchers can use this research as a reference to conduct richer research. Moreover, other researchers can conduct research entitled "Maximizing the English Speech in YouTube Videos to Improve Students' Speaking Performance."