BAB V

CONCLUSIONS AND SUGGESTIONS

5.1   Conclusions

Based on the result in chapter IV, the researcher concluded as follows:

1.   Generally, the twelve-grade students at SMAN 8 Padang have sometimes used YouTube for listening activity in informal setting. It can be seen from the result of the finding that there were 15 students (41.7%) that had sometimes intensity of using YouTube for listening activity in informal setting.

2.   The intensity of extensive listening activity to predict content in YouTube in informal learning for twelve-grade students at SMAN 8 Padang was sometimes used. It can be seen as the result of finding 19 students (52.8%) who sometimes use YouTube to predict content in informal setting.

3.   The intensity of extensive listening activity to listen for gist in YouTube in informal setting for twelve-grade students at SMAN 8 Padang was sometimes used. It can be seen as the result of finding 16 students (44.4%) who sometimes use YouTube to listen for gist in informal setting.

4.   The intensity of extensive listening activity to listen for details in YouTube in informal setting for twelve-grade students at SMAN 8 Padang was sometimes used. It can be seen as the result of finding 16 students (44.4%) who sometimes used YouTube to listen for details in informal setting.

5. The intensity of extensive listening activity to infer meaning in YouTube in informal setting for twelve-grade students at SMAN 8 Padang was sometimes used. It can be seen as the result of finding 14 students (38.9%) who sometimes use YouTube to infer meaning in informal setting.

5.2 Suggestions

Based on the conclusions, the researcher gives some suggestions for the teacher, students and future researcher as follows:

1. The English teachers should review the value of incorporating technology tools and digital resources into their lesson plans, particularly the use of YouTube. And the teacher should be creative to create a new media especially using video on YouTube apply in informal learning for listening activity. The outcomes can also direct curriculum design to incorporate technology-based informal learning techniques as a complement to textbook information.

2. The next researcher has to look more into YouTube effects on particular English skills and how to overcome difficulties that can come up when utilizing YouTube to teach listening in casual settings.

3. Students that use social media are more thoughtful and prudent about using YouTube for studying as well as for fun.

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