

## **Chapter Five**

### **Conclusion and Recommendation**

In this last chapter, the researcher will elaborate the summary of this research. Divided into two, there are conclusion and recommendation for the readers.

#### **Conclusion**

This research investigated 51 students of EED UMY batch 2015 from class A and B in Listening and Speaking for Academic Purpose's class. The researcher uses questionnaire to measure the students' attitude towards watching English talk show videos on YouTube and students' listening score. The result shows that students have positive and negative attitudes towards watching English talk show videos on YouTube. In generally, most of students at English Education Department (EED) UMY batch 2015 have good attitude towards watching English talk show videos on YouTube.

As a reminder, that there is no significant correlation between students' attitude in watching English talk show videos on YouTube and students' listening ability. The result of probability value is 0.157 and the strength and weakness of the correlation can be seen through the significant correlation value. The number of significant correlation in this research is 0.201 which is in a low level of correlation. It can be concluded that having positive or negative attitude in watching English talk show videos on YouTube has no correlation to the students' listening ability.

#### **Recommendations**

From the result of the correlation between students' attitude in watching English talk show videos on YouTube and their listening ability in EED of UMY Batch 2015, the researcher provides some pedagogical and theoretical recommendation.

In pedagogical implication, this research can give more knowledge for the students about the role of English talk show videos on YouTube. English talk show videos on YouTube could be a new different material to improve listening skill. Watching English talk show videos on YouTube could make students accustomed to listen an English conversation in formal or informal way. The coincidence is the lecturer who teaches Speaking and Listening for Academic Purpose also use English talk show videos in the class. So, the result of this research may give the lecturer new knowledge about what is happening when applying English talk show videos in listening class.

For the theoretical implication, this research could enlighten the other researcher who wants to study deeply about the use of English talk show videos to be more specified maybe divide it into gender, so it can produce another result in this research case.