CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

In conclusion, according to Anderson:2019, short film are produced, distributed and used as planned components of educational programmes., it can be concluded that the use of short films was effective in supporting students' vocabulary mastery at the eleventh grade of SMA Negeri 17 Muaro Jambi. The study employed a One-Shot Post-Test Only Design involving 35 students who received vocabulary instruction through short films before completing a post-test. The results showed that the students achieved post-test scores ranging from 70 to 96. The mean score was 80.371, which was classified as Good based on the score qualification criteria. Most students obtained scores within the Average and Good categories, while several students achieved the Excellent category. Furthermore, none of the participants obtained scores categorized as Poor or Very Poor.

The hypothesis testing using a One-Sample t-test showed a significance value of 0.000, which was lower than the significance level of 0.05. The result indicated that the students' mean post-test score was significantly higher than the predetermined criterion score of 70. Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was accepted. The findings indicate that short films can be used as an effective instructional medium to support students' vocabulary mastery.

However, since this study used a One-Shot Post-Test Only Design, the conclusion is limited to the students' achievement after receiving the treatment and

comparison with the predetermined criterion score. The study did not measure students' vocabulary ability before the treatment or compare the results with a control group.

5.2 Suggestions

Based on the findings of this study, the researcher would like to offer the following suggestions:

5.2.1 For Students

Students are encouraged to use short films as an additional learning resource for developing their vocabulary. Watching English short films can expose students to words used in meaningful contexts. Students should actively pay attention to unfamiliar vocabulary, identify its meaning from the context, and practice using newly learned words in appropriate situations.

5.2.2 For English Teachers

English teachers are suggested to consider using short films as an alternative instructional medium in teaching vocabulary. Short films can provide students with visual and auditory information, such as images, dialogues, sounds, and contextual situations. Teachers should select films that are appropriate for students' level and relevant to the learning objectives. In addition, learning activities should encourage students to identify, understand, and practice the vocabulary presented in the film.

5.2.3 For Researchers

For researchers are recommended to conduct further studies involving larger samples and different educational settings. Researchers may also apply other research designs, such as experimental or quasi-experimental designs involving

comparison groups, to obtain broader evidence regarding the effectiveness of short films in vocabulary learning. In addition, future studies may investigate the use of short films in developing other English skills, such as listening comprehension, speaking, or pronunciation