

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

As the last part, this chapter is written to provide the conclusion of the research and the suggestions related to the further implementation of the similar speaking activity as well as future investigation.

#### **5.1. Conclusion**

Covering its title, this research aimed to find English Department students' perception carrying out VLOG assignment as a speaking activity in Speaking A Course. Based on quantitative and qualitative analyses, it can be concluded that the use of VLOG assignment produced more positive effects on students' language learning experiences. Many responses showed that the features of VLOG assignment facilitated the students to improve their speaking, teamwork, and collaborative skills as well as their creativity, originality, and critical thinking. Besides, the students were also facilitated to have more exposures in using English as a communication tool, both inside and outside the language classroom. Hence, VLOG assignment was already regarded as a suitable learning strategy since it supported the students to speak English as naturally as possible. It shows that the main goal of carrying out VLOG as an assignment in Speaking course, communicating in English more frequently has been accomplished.

However, unfavorable opinions were still expressed over some hurdles that had been experienced by the undergraduate students. A few of them approved that they spent more time to finish the assignment through several complicated steps, such as constructing the video concept, arranging the conversation, taking

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and retaking the needed scenes, editing the video, and uploading the VLOG. They also argued that as an assignment, VLOG did not provide any features supporting their freedom in discussing and sharing their personal experiences based on their interests. This phenomenon happened since the weekly topic had already been chosen by the lecturer. In fact, such a system was used in order to train and prepare them to be more skillful in discussing general topics and current issues with their interlocutors in real-life situations.

In addition, those negative results drive to the low opinion that may be included as disadvantages of using VLOG assignment. The negative things representing the advantages are related to the fact that students are required to have qualified learning tools supporting the process of VLOG production. Also, such activity requires students to devote much more time during the production with several complicated processes. Another negative thing shows that this activity may be graded as monotonous assignment as a result of the action of choosing unfamiliar topics which limited students to share their personal experiences.

Responding to those positive and negative results, several suggestions came up to support the improvement so that the implementation of VLOG assignments could become more effective, efficient, and beneficial for the undergraduate students for the next academic year.

## **5.2. Suggestions**

### **5.2.1. Suggestion for the English Department of Widya Mandala Catholic University Surabaya (WMCUS)**

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Since VLOG assignment was already regarded as a suitable learning strategy, it is suggested that such speaking activity should be continued in the next curriculum in order to improve the students' speaking skill naturally. Moreover, the implementation of VLOG assignment affected the students positively in other aspects, such as teamwork and collaborative skills, creativity, originality, and critical thinking. In other words, through such speaking task, students are trained and prepared to have great communication skills as well as social skills supporting their future.

**5.2.2. Suggestions for the Lecturers of Speaking A course**

Based on the result of the questionnaire and interview session, the respondent showed that the lecturer had already performed quite well during the process of language learning. VLOG activity enabled the lecturer to pay more attention to the students' development by following their process while producing video and giving feedback for every video uploaded. However, it would be better if the lecturer allowed the students to change their groups every week or every two weeks. The research data revealed that the student lost interest in this activity since they had to work collaboratively with the same group for the whole semester. Hence, if the groups are changed regularly, the students will be more excited in finishing this task. In addition, they will be trained well to work collaboratively with a lot of classmates who have various ways of thinking and perceptions of certain topics.

### **5.2.3. Suggestions for the Students of Speaking A course**

The result of this study showed that the students who gained more positive impacts from such speaking assignment had already put more effort in finishing every activity required. Therefore, the researcher suggests for the undergraduate students of Speaking A course to have bigger willingness and initiative to learn and participate in every learning process optimally. All systems used in this course were already chosen based on the learning objective arranged. The topics were chosen in order to train them to be more skillful in discussing current issues with their interlocutors. Furthermore, the assignment required more time to finish since they were being trained to have great ability of time management. All these positive effects can be enjoyed only if they really attempt and make effort on this speaking assignment.

### **5.2.4. Suggestions for Future Investigation**

This research was conducted in order to answer the questions of undergraduate students' perception on the implementation of VLOG assignment. It means that the researcher discussed the effects of VLOG only from the students' side. Therefore, as the suggestion, the researcher believes that the result will be more valid and comprehensive if the perception of the lecturer is also considered. Furthermore, the next study could also discuss and focus more on material development utilizing technology as the learning media for the development of essential 21<sup>st</sup> century skills.

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