

Chapter 5

Conclusions and Suggestions

This chapter presents the conclusion of the research based on the analysis in the previous chapter and suggestion for teachers, students, and next researchers who would like to conduct a similar research.

Conclusion

This classroom action research was conducted in two cycles. Based on the analysis which was done in the previous chapter about the use of *YouTube* vlogging to promote self-regulation in a public speaking class, the conclusion from the this research is not statements such as, “There is a significant improvement in the students’ self-regulation made by *YouTube* vlogging in *English for Public Speaking* class.” instead, evidence is presented which indicate that certain practices seem to enhance the students’ learning process out of the classroom session. Furthermore, the data gained in this research study were analyzed using Quantitative and Qualitative method.

The result of both Quantitative and Qualitative data analyses show that students improved their self-regulation. The Quantitative data were taken from Self-regulation Questionnaire and two Students’ Journal Entries. Based on the Post-Survey, it was found that students improved their self-regulation for 15.4% comparing to the Pre-Survey data analyses results. While the two Students’ Journal Entries showed that the results of the second Students’ Journal Entries indicated the students improved their self-regulation for 39.7% comparing to the first Students’ Journal Entries. Furthermore, the results of Qualitative data analysis taken from the semi structured-interview also found that students were more motivated and did the four components of self-regulation namely planning, monitoring the plans, controlling and changing the plans if needed, and reflecting on their works when they

do their assignment after knowing that their works were posted into the researcher's *YouTube* account.

However, the researcher was curious and tried to have further analysis whether the students' self-regulation improvement was caused by *YouTube* vlogging itself or helped by another party. After carrying out further analysis, the researcher concluded that the students' self-regulation improvement was not only caused by *YouTube* vlogging but also because of the students' understanding of how to plan well, then how to monitor the plans, control and change the plans if needed, and reflect on their works which was done by the researcher by giving an intervention at the beginning of Cycle 2 process.

In conclusion, the use of *YouTube* vlogging could become an effective media to promote self-regulation in *English for Public* speaking class, especially in doing the 2 x 60 minutes of structured assignment out of the classroom session when the students have already known the way to regulate themselves appropriately. Thus, the role of a facilitator or instructor is still needed to make an effective use of the *YouTube* platform.

Suggestions

Despite the limitations there are valuable insights gained through this study so that the researcher wishes to give suggestions in this research. The suggestions are addressed to the following parties:

The students. It is important for the students to know the components of self-regulation if they would like to be self-regulated persons. Students need to be self-regulated in performing their task. Students need to develop specific learning process or method and then observe how well those strategies and methods are working. This not only help students to be motivated but also to succeed.

The teachers/ lecturers. Based on the results found in this research, it was found that a media namely *YouTube* with its featured called videoblogging or vlogging can help a teacher/ lecturer to motivate students to do their assignment, especially in doing the 2 x 60 minutes of structured-assignment. However, the motivation will become more valuable if the students are self-regulated. Thus, teachers/ lecturer need to guide the students to develop their self-regulation skills with all its components to do.

Further Research. Two possibilities for further research into the nature and educational utility of *YouTube* use seem likely to be fruitful. Based on the nature, *YouTube* is a media that provides videoblogging or vlogging menu where students' works can be posted and seen by others. Thus, this media can encourage students to do more seriously on their works. On the other hand, in educational utility, *YouTube* provides a lot of educational resources that can help the members of schools for the better process of education.

The first suggestion is a research in *YouTube* vlogging as a media which may not only help promote self-regulation but also promote other students' critical competency skills including cognitive, intrapersonal, and interpersonal domain such as critical thinking skills, self-awareness skills, and networking skills, and the second is another research in the educational utility. For instance, the use of *YouTube* as one available learning sources in teaching. It is suggested because *YouTube* provides almost all references that a school can easily access.

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