

BAB IV

CONCLUSION AND SUGGESTION

This chapter wraps up the whole research with describing conclusion of the research, answering research questions asked in the beginning of the research (Chapter I). The conclusion also leads to suggestions and recommendations given for related sides.

4.1 Conclusion

The questions raised in this research are two questions. The first one asked about the characteristics of good learning video media to use as writing skill learning. The second one is to ask about the developing short message learning video materials.

Regarding the first research question, it was found that the characteristics of learning video materials include nine main components. There are developing, learning, video, teaching materials, laerning materials, teaching, writing, short messages, dan Junior high school. Learning videos experience a process of developing from time to time which can produce a good stimulus and response because it has an element of motion to attract attention, motivate, and improve students' understanding. The learning video contains a clear unit structure, especially for writing skills which has a unique position in language teaching because it involves knowledge of other three language skills such as listening, reading, and speaking, especially in short message material which is a form of indirect communication delivered in writing with short, concise, and clear language. Short message material is found at the junior high school level where the students are teenagers so that the learning video media can express the emotions and feelings of students, especially because teenagers have a desire to find new values and energy.

Regarding the second research question, the developing short message learning video materials. The product of this research consists of several elements.

These elements are introduction, opening, display & ice breaking, material, questions, exercises, summary, assignments, and closing. In sum, research question one provides the basis for product development. Then, the second research question was developed based on the data that has been analyzed in chapter 2.

4.1.1 Suggestions

As this research was conducted in a very limited time, this series of research and development was not completed. For further research, it is necessary to experiment or try the product. In addition, comments from users are not recorded. The limited literature does not support the development of comprehensive research tools. Future research may aim at a more comprehensive literature review for the development of a better instrument.

4.1.2 Recommendations for learners/students

The results of interviews and questionnaires show that many students are still less motivated and less interested in learning English independently. Learners should increase their motivation to learn English. In addition, some students do not have a partner to discuss English with, so they can find someone to talk to. Limited knowledge of technology is also one of the obstacles.

4.1.3 Recommendations for teachers

Teachers are expected to use this research to encourage them to guide and implement the use of video learning media. This will be something different from the previous habit, which is the teacher center or just the teacher providing material. Allow learners to write English one by one to find out the learner's ability and try to help them with English writing ability problems. Also, teachers must always motivate their students to learn more by using video learning media, especially about writing skills.

4.1.4 Recommendations for other reseachers

There are still many aspects that can be analyzed in terms of video learning materials and other English-related skills. Finally, other researchers can