

CHAPTER V

CONCLUSION

Finally, this chapter presents the research's point. It discussed some items, particularly the conclusion, limitations, and pedagogical implications of the study, as well as recommendations for further studies.

5.1 Conclusion

The conclusion is drawn based on the findings of the data analysis. The study exposed EFL students' mastery goal orientations in learning speaking from YouTube video. Regarding the research question, this study discovered that students have dissimilar views on learning to speak from YouTube videos. This is disclosed through seven core themes that appear in the research findings when interpreting the results of data analysis. The first theme, Exploring Different Types of YouTube Channels, refers to the channels or videos participants often watch and the purposes of watching the video. The second theme, YouTube Channel Has Been Considered a Source of Knowledge, refers to how much the participants enjoy the English Channel or video. The third theme, Accessing the YouTube Channel at a Certain Time, refers to how often the participants access the English Channel or video. The fourth theme, Attempting to Understand the Content, refers to participants' persistence in trying to understand when they fail to understand the content of the English Channel video being watched. The fifth theme, Solving Problems while Watching, refers to the challenges participants

face when watching the English Channel video and how they overcome them. The sixth theme, Affected by the Content, refers to the influence of English channels or videos on the experience of learning English, especially speaking. The last theme, Comparing of Learning Outside and Inside the Classroom, refers to the differences or similarities in the English learning experience between learning directly from teachers inside or outside the classroom and videos on YouTube.

5.2 Limitation

In this study, some limitations need to be acknowledged. This study only focused on three EFL students' mastery goal orientations in learning speaking from YouTube video. Hence, since the study was limited, the researcher did not explore more detailed information regarding students' mastery goal orientation. Also, the number of participants, which is only three people, is, of course, still insufficient to describe the real situation. Researchers realised that this research still has many shortcomings that can be improved soon.

5.3 Recommendation for Further Studies

This study's findings show students' mastery goal orientations in learning speaking from YouTube video, but it still needs to explore more detailed information. For this reason, further research can increase the number of participants so they can get more detailed information and compare and obtain stronger evidence. Furthermore, future research should investigate achieving mastery goal orientations in learning to speak from YouTube videos. Considering

that in recent years, many students have used the YouTube platform to learn English.

5.4 Pedagogical Implication

The result of this research can contribute as a reference for lecturers and students who will learn English, especially speaking skills, from YouTube video. This study describes students' mastery goal orientations in learning speaking from YouTube videos. Educators and students can minimise errors and shortcomings in this project because the mastery goal orientations can investigate more detailed information. Learning English from YouTube video will also benefit EFL students shortly. YouTube video allows learners to choose content tailored to their specific interest, goals and learning preferences. Whether they prefer instructional videos, vlogs, TED talks, or language learning channels, there's something for everyone. Most YouTube content is free to access, making it an affordable option for English learners worldwide. This accessibility democratizes language learning and removes financial barriers that way prevent individuals from accessing traditional language courses or materials. YouTube videos often showcase authentic language use in real-life situations, such as interviews, conversations and travel vlogs. This exposure assists learners develop their speaking skills in addition to language proficiency. Learning English through YouTube video is convenient and self-paced. Learners can rewind, pause, and replay videos as needed, allowing them to study at their own pace and review difficult concepts until they feel confident. By leveraging the benefits of YouTube

video for English learning, learners can enhance their language skills in an engaging, accessible, and flexible manner.

