

BAB V

CONCLUSION

5.1 Conclusion

This study was intended to investigate how self-video recording maintains students' vocabulary. The findings of this study revealed that the use of self-video recording could help students to maintain their vocabulary, not only maintaining but also developing students' vocabulary and other skills especially speaking and listening. The results of reflective journals exhibited the positive students' response to self-video recording in maintaining students' vocabulary. In the reflection results, the majority of students said that self-video recording could maintain their vocabulary and develop their skills in speaking, also enhancing their vocabulary. Additionally, several students also said that self-video recording was an effective learning strategy that can make students understand the learning material easily and can improve students' ability in communicating with their friends because it makes students practice more. That is why they become more active and positive in their learning process.

5.2 Limitation

In completing the results, the researcher found the problem when collecting the data, that was the researcher only used reflective journals in collecting the data. The researcher should add an interview with the students to get more detail about their experience of self-video recording impact in maintaining students' vocabulary. It was

because students still confused to answer the question from the reflection for example several students answer the question but the answer was not related with the question. It could better if the researcher explained how to answer the reflective first. In order students could give the reliable answer from the journal reflection.

The last, the researcher did not do direct learning activity so the information obtained only refers to the reflective journal which means in this research only got the information from students' answers through reflection. Meanwhile, the researcher did not observe directly to students' activity in practicing self-video recording. As the consequence, students' impact toward self-video recording was less explored. Besides, some students in the class have not been able to participate in this study due to several obstacles ranging from network, not having a data quota to contacts who cannot be contacted. In the further research, some more robust or different research method were expected to be applied that can address the research limitation above more effectively

5.3 Recommendation

This research had more important rules that should be approving especially for the teacher, the students, and also the other researcher. Based on the result of the discussion above, some suggestions are presented for self-video recording in maintaining students' vocabulary. Some suggestion or recommendation for this research as follow;

First, researchers suggest that teachers use some attractive teaching methods in the classroom. By using an attractive method in the classroom, it will increase students' enthusiasm in following the learning process well. Also, students will enjoy the learning process so that they can focus on learning material in the classroom. Attractive learning methods can also overcome boring classroom situations. Second, for the students, they have to build their communication skills when discussing in the class. Good communication skills will make students more confident in expressing opinions or answers when the teacher asks questions.

Besides, they could more active when group discussion in the process of learning in the class. All in all, the students can improve their attention, understanding and maintain their vocabulary. Third, the other researcher should improve their research strategy when doing research to students because this research still has any lack. The other researcher can apply this research to the other level.

5.4 **Pedagogical Implication**

Self-recorded videos provide students the chance to engage in meaningful learning in the classroom setting. This approach also encourages the attendance of several forms of language learning, including as scripting, audio, and visual, gesture, and improvisation, which exposes students to diverse aspects of learning a new language, particularly English skills that are well-suited to the digital learning era. In order to make the learning process more effective and enjoyable, it may be possible to

teach and adapt the various learning styles and creative abilities of students via the recording process.

The research findings showed that the use of self-video recording during the teaching and learning process could be effective way for the students to be more easy understand the material in the class and make the student active in discussion. This can be seen by students' participation, the more confident to communicate with their pairs when group discussion. Specifically, the uses of self-video recording in maintaining students' vocabulary gave positive effects to the students' response to the learning process because of several reasons.

Firstly, self-video recording was an effective technique to engage students' motivation to learn English seriously, build students confident and develop students' vocabulary. Secondly, not only in vocabulary but also in several macro skill also increase especially in speaking and listening. Students' did not get bored to learn English. These imply that the use of self-video recording was believed to be useful to show the positive response from the students that they like, happy, enthusiastic with English. For the other researchers, this study can be an inspiration to other researchers in order to develop the study about maintaining vocabulary.

Vocabulary learning strategies facilitate word learning. Instruction in the use of appropriate word learning strategies is needed for the language learning process to

be effective. Through instruction, word learning strategies will enable students to learn the target language vocabulary more efficiently, and to be able, eventually, to manage their own learning. Class instruction on vocabulary learning strategies can help students gain awareness of learning strategies. The greater the strategy awareness of learners, the more likely they will be to use task-appropriate learning strategies that help them overcome their general learning style limitations, and the more likely that these strategies will assist in processing, retrieving, and using new language information.

