

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study based on the findings and discussions described previously. This chapter also contains the implications and the limitations that indicate the benefits and shortcomings of the study. Moreover, this chapter also shows suggestions for further study.

#### 5.1 Conclusion

This study intended to find out regarding the use of video lessons to support primary school's independent learning. The study showed that the use of the selected video lessons supported students' independent learning to some extent. The level can be seen from the domain that can be achieved by students during learning. The use of the selected video lessons influenced students' affective domains and a small part of students' cognitive and metacognitive domains. According to Boekaerts (1999), the use of video lessons affects the affective domain of students because of the enthusiasm of students when learning while watching videos. The used video lessons turned out can only affect a small part of students' cognitive and metacognitive domains. This happens because there is no tool to measure with certainty about students' knowledge and understanding that comes 100% from learning using video lessons. In addition, the level of independent learning achieved by students is a medium level of independent learning seen from the amount of teacher intervention in preparing learning material.

The video lessons used in this study can be said to work better as a reading lecture in terms of the lack of features that can meet the criteria of video lessons that can help students operate more easily without the help of others. However, several aspects of student independent learning have been well supported. Thus, a more adequate video lessons alternative might help students' independent learning more optimally. This can be summarized that the use of video lessons can still be optimized when applied in different learning environments. Choosing the right video lessons also have the potential to produce satisfactory learning outcomes for independent learning students. Therefore, this research can help teachers to

determine video lessons based on the criteria that have been mentioned. If there are difficulties in finding suitable video lessons, making your own video lesson according to your needs can be an option for more satisfying results.

## **5.2 Implications**

The focus of this study is to give in depth explanation towards the use of video lessons to support students' independent learning in one primary school in Bogor. Then, the findings of the study are drawn into theoretical, practical, and professional implications. Theoretically, this study can be used as the example of theories of how video lessons can be used to support independent learning for primary school students in Indonesia. The finding of this study can also help the future researchers to conduct more research discussing independent learning in digital learning materials. During the pandemic era, video lessons were excessively used as the replacement of printed book that apparently could not be used during the online classes. Practically, this study can be used to consider the use of digital learning materials as supporting material even in face-to-face classroom not only to introduce the students to technology, but also to introduce the modern features of digital materials that can be used to support students' independent learning. Thus, the findings will increase the teachers' awareness towards choosing appropriate learning material that is in line with the urge of the requirement during the digital era, in which to support students' independent learner inside and outside the classroom. Professionally, the results are expected to help educational institutions in determining appropriate English language materials. Especially in choosing materials that can help students' independent learning.

## **5.3 Limitations**

This present study has achieved its purpose of observing the use of the selected video lessons towards primary school students' independent learning. However, the findings cannot be generalized due to the limited scope of this study. The success with video lessons on supporting independent learning may be different according to its application to the groups of students with different backgrounds. A total of 30 participants were observed for this research which implied greatly

limited this study from being assessed generally. Moreover, the value of video lessons depends on many factors, which are the multimodal text contained in them, the material or topics being taught, the teacher's intervention in the process of using video lessons, as well as learners' prior knowledge and background. A study on a larger scale and other various categories of participants can be employed as the data source for further study.

#### **5.4 Suggestions**

According to the conclusion of the study, suggestions are addressed for the researchers who have similar interests in investigating the use of video lessons in EFL teaching and learning. Thus, further studies are suggested to investigate the use of video lessons towards students' independent learning for students in higher education as it will be very beneficial for them in this era of globalization. In addition, further studies of the use of video lessons can also be assessed towards different variables aside from the independent learning element.