

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher concludes the data that has been analysed. The researcher also suggests using Project-Based Learning and Video Blog (VLOG) to teach speaking skills in narrative text for the eleventh-grade students of SMAN 1 Parang. The explanations of the conclusion and suggestion are as follows:

A. CONCLUSIONS

Based on the findings and discussions, the researcher concludes that implementing PjBL and Video BLOG (BLOG) to teach speaking skills in narrative for the eleventh-grade students of SMAN 1 Parang provides an active, meaningful, and contextual learning experience for students. Through direct involvement in the five stages: preparing, producing, editing, sharing, and giving feedback. For many students, learning narrative text through digital media such as VLOG becomes a new experience that is more interesting and relevant to their lives. Teachers also feel a change in role, from being a mere transmitter of material to a facilitator who guides students' creative and collaborative processes. Despite facing cognitive, affective, and technical barriers, such as limited vocabulary, fear of speaking, and device constraints, teachers and students could develop solutions through guidance, cooperation, and adaptation of learning strategies. Thus, this approach supports the achievement of linguistic competence and fosters 21st-century skills essential in today's educational world.

B. SUGGESTIONS

This study shows that the use of narrative VLOGs supports the development of students' creative and communicative speaking skills. However, there are still gaps that can be explored further by subsequent researchers. The main gap lies in the limited focus on the narrative genre, which does not yet reflect the diversity of communication needs in various academic and everyday situations. The digital media used is also still centered on conventional platforms such as YouTube, while students' digital literacy trends continue to evolve through more interactive media that are more in line with the communication style of the younger generation. Therefore, it is recommended that future researchers explore other VLOG genres such as descriptive, procedural, or expository, and consider using alternative platforms such as TikTok, Canva Video, or podcasts. Researchers may also involve students from more diverse cultural backgrounds to gain a broader understanding in an intercultural context, develop more comprehensive evaluation instruments by considering nonverbal aspects and students' self-perception, and examine the contribution of VLOGs to the development of 21st-century skills such as critical thinking, collaboration, and digital literacy in a contextual manner.