CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter outlines the key conclusions drawn from the findings and discussion and provides recommendations intended to offer practical guidance for teachers, students, and future researchers.

5.1 Conclusion

This section presents the conclusions of the study based on the results of classroom observations, interviews, and document analysis. The conclusions are organized according to the main focuses of the research, the implementation of video-making as a collaborative Project-Based Learning method in teaching writing procedure texts, and students' perceptions of the learning process.

5.1.1 Conclusion on the Implementation of Video-Making as Collaborative Project-Based Learning in Writing a Procedure Texts

The findings indicate that video-making was implemented effectively as a collaborative Project-Based Learning method in teaching writing procedure texts to Grade XI TKJ 3 students at SMK Kesatrian Purwokerto. The implementation followed structured stages, including project introduction, group formation, scriptwriting, video production, editing, and presentation. These stages reflected the essential characteristics of PjBL, particularly student-centered learning, collaboration, and engagement in authentic writing tasks.

The scriptwriting stage played a central role in supporting students' writing development. Through scriptwriting, students were guided to plan, organize, and revise their ideas while applying the generic structure and language features of procedure texts. This stage helped students translate their understanding of procedure texts into written scripts, which then served as the foundation for their video projects. As a result, students were able to produce written texts that were more structured and purposeful.

Furthermore, the teacher's role was crucial in ensuring the effectiveness of the implementation. The teacher provided clear instructions, facilitated group discussions, monitored students' progress, and offered feedback throughout the writing and video-making process. These forms of support helped students stay focused on the writing objectives and complete the project as expected. However, several challenges were identified during the implementation, particularly related to time management and group coordination. Some groups experienced difficulties in dividing tasks evenly and managing their time effectively, indicating the need for careful planning, clear role distribution, and continuous supervision in collaborative PjBL-based writing activities.

5.1.2 Conclusion on Students' Perceptions of Video-Making as Collaborative Project-Based Learning for Writing a Procedure Texts

The findings also reveal that students held varied perceptions of video-making as a collaborative Project-Based Learning method for writing procedure texts. Students who actively participated in the project generally perceived the learning process positively. They reported increased motivation to write, greater confidence in composing procedure texts, and reduced anxiety during writing activities. The integration of video-making made the writing process more engaging, as students could see a clear connection between their written scripts and the final video products.

In contrast, students with lower levels of participation tended to perceive the project as less effective in supporting their writing development. These students often faced challenges in collaborating with group members and struggled with limited language proficiency, which affected their involvement in the writing process. Consequently, they felt less confident and less motivated during the project. Overall, the findings suggest that students' perceptions of video-making for writing procedure texts were influenced by their level of participation, collaboration experiences, and affective factors during the learning process. Active involvement and supportive group dynamics played an

important role in shaping positive perceptions of the collaborative PjBL approach in writing instruction.

5.3 Suggestions

Drawing on the findings and conclusions reported in this research, several recommendations are presented below:

1. For teacher: The researcher suggests that the English teacher to integrate video-making as a collaborative PjBL approach to improve students' engagement and writing skills in teaching procedure texts. Clear guidelines, structured timelines, defined group roles, and continuous feedback are essential to support effective collaboration and accommodate different levels of language proficiency.

2. For students: The researcher encourages the students to take an active role in collaborative projects by fulfilling their assigned responsibilities and maintaining effective communication with group members. Active participation and cooperation within groups can contribute to more meaningful learning experiences and lead to improved collaboration outcomes.

3. For future research: The researcher suggests the future studies to involve a larger number of participants, focus on different text genres, or examine the sustained effects of video-making on students' writing development. Additionally, further research could explore strategies for improving collaboration and student participation within PjBL environments.