

CHAPTER V

CONCLUSION, LIMITATION, PEDAGOGICAL IMPLICATION, AND RECOMMENDATION FOR FURTHER STUDIES

This chapter presented the point of the research. It discusses several items consisting of conclusion, limitation of the study, pedagogical implications of the study, and recommendation for further studies.

5.1 Conclusion

According to the research finding on students experience in doing task repetition in collaborative online writing of video-based task, the researcher can conclude several things as the core of this research through the result of data analysis of students' interview. Most of the students tend to have positive experience regarding task repetition in collaborative online writing of video-based task. This could be proven through the description of the core themes that appear in the research findings.

The positive experiences obtained by the students in this task repetition were they could improve their text through feedback that has been given feedback by their lecturer on the previous task, their text became more accurate than previous text, they were more fluent in writing the text, reinforce their memory of the material that has been studied, increase knowledge, exchange ideas and could help and collaborate each other to proofread or correct the errors that they got in their text. In addition, with video-based task, students could practice their speaking skill.

However, there were challenges faced by the students which is classified as a negative students' experience on this research. Online learning made them feel

difficult because they were constrained by the network. It made them difficult to discuss with their group mates and it effects the completion of their task. One of the challenges that students face is technical challenge. Technical challenge face by the students leads to the network condition at their location. Bad network makes it difficult for them to discuss with their group mates and their task became a little bit stuck. Another challenge felt by the students was dissent. Dissent makes them confused to choose what the best topic that they would write because they have different opinion.

5.2 Limitation

Since this research was conducted, there were research limitations that need to be acknowledged. Firstly, this research involved twenty students of English education in the third semester. Participants who were originally twenty participants became fifteen participants because there were some students who could not be contacted and had many reasons to procrastinated the interview that would be conducted by the researcher.

Secondly, the researcher did not explore more detail related to the students experience in doing task repetition in collaborative online writing of video-based task, especially regarding students challenge on task repetition. The challenge that the researcher got was more on collaborative online writing. Therefore, further research may explore more related to the students challenge on task repetition.

Lastly, the researcher only focusses on students' experience in doing task repetition in collaborative online writing of video-based task, while teacher experience in providing task repetition has not been explored by the researcher.

5.3 Recommendation

The research findings showed that the challenge that the researcher got was more on the collaborative online writing. Therefore, for further research may explore more related to the students challenge on task repetition. In addition, further researchers can conduct similar study which using the teacher as the participant of the study so that we could know and compare how the teachers and students experience on task repetition in collaborative online writing of video-based task.

For further researchers, this research can be reference for who want to conduct similar study related to students experience on task repetition in collaborative online writing of video-based task. In addition, the research can be conducted in different faculties so that the result can be compared.

5.4 Pedagogical Implication

Regarding the finding of this study, there are several implications for the teacher, institution, students, and the other researchers. The teachers or lecturers can utilize task repetition in collaborative online writing of video-based task as an L2 writing teaching strategy. Besides, the finding of this study can be used as a benchmark for teachers or lecturers who conduct task repetition in collaborative online writing of video-based task so that in the future their teaching strategies can be better.

For students, learn through task repetition in collaborative online writing of video-based can be used to help them to improve their writing, it is gives them the opportunity to correct the errors in their text, it is reinforcing their memory of the

material that has been studied, and they could help and collaborate each other to proofread the errors that they get in their text.

For institutions, this study regarding task repetition in collaborative online writing of video-based task can be a reference for lecturers as an L2 teaching strategy. Besides, the result of this study also can be a reference for further researchers who want to conduct a similar study.

