

CHAPTER V

CLOSURE

A. Conclusion

This part was the conclusion that related to objective of the study to answer the research questions based on the results of data analysis and discussions presented in previous chapter, the conclusions of this study are as follows:

1. Students' experience in completing English video projects, shows that video-based projects are able to increase students' engagement, motivation, creativity, and critical thinking skills. The students also experienced various emotional responses, ranging from nervousness, anxiety, to pride and joy, which affect their enthusiasm for learning. In addition, the involvement of students in determining ideas, drafting scripts, dividing roles, and editing processes shows that video projects encourage active cooperation, communication, and problem-solving skills.
2. Regarding the writing difficulties faced by students in the video project this study found that the most dominant difficulties lie in the grammatical aspect, especially in the preparation of sentence structure, the use of tenses, and the suitability of subjects and predicates. The next dominant difficulty is the development of the content of the writing, especially in elaborating

ideas, arranging a flow, and clarifying the advertising message. Meanwhile, vocabulary is an obstacle for some students, especially in choosing words that are appropriate to the context. On the other hand, aspects of spelling, punctuation, and writing mechanics are not the main difficulties, since most students have been able to apply them well. However, teacher assistance is still needed to help students overcome these dominant difficulties so that video project scripts can be written more accurately, communicatively, and structured.

B. Suggestions

1. Student

Based on the findings of this study, students should be more active in practicing writing scripts in English before the video project completion process, including paying attention to grammar, vocabulary, and proper punctuation. During the project, students need to develop ideas systematically, discuss openly with group members, and add relevant details to make the message in the video clearer and the resulting script more informative and engaging.

2. Teacher

Teachers are advised to provide more intensive assistance, especially in the aspects of grammar, writing content development, and vocabulary selection. Teachers can provide sample manuscripts, sentence

structure exercises, and appropriate vocabulary alternatives, so that students can more easily write appropriate, communicative, and structured scripts.

In addition, teachers need to facilitate group cooperation and clear division of tasks, so that each student has a role, can develop creativity, and improve writing skills optimally.

3. For the Future Researchers

Further research is recommended to involve a larger sample number or variation in education levels so that the picture of the influence of video projects on writing skills is more representative. In addition, future research may add aspects of speaking skills assessment, video editing skills, or comparisons between individual and group video projects, so as to further explore the impact of cooperation on students' creativity and writing skills development.