

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This section has presented the overall conclusions to answer the research questions based on the findings and discussions described in the previous chapters.

The results of this study have demonstrated that both the Maria Stewart and Black Lives Matter videos from the Crash Course YouTube channel have fulfilled the structural and linguistic features of recount texts. Each video has presented a clear organization consisting of orientation, series of events, and reorientation, supported by the consistent use of past tense, specific participants, action verbs, adverbs, conjunctions, and time connectives. Therefore, it can be concluded that the selected Crash Course videos have met the essential characteristics of recount texts and have served as authentic and pedagogically valuable materials for English language learning.

The findings have also revealed that the social functions of both videos have successfully represented the communicative purposes of recount texts, which have been to retell and reflect on past events in an informative and meaningful way. The Maria Stewart video has emphasized gender equality and empowerment, while the Black Lives Matter video has

promoted awareness of racial justice and collective activism. Thus, it can be concluded that both videos have effectively fulfilled the social functions of recount texts by educating audiences, inspiring reflection, and encouraging moral and social awareness.

Furthermore, the analysis has indicated that both videos have been relevant to the national syllabus (2013 Curriculum) for Grade 10 English. Their structural, linguistic, and moral aspects have aligned with the Core and Basic Competencies related to recount text learning. Additionally, the values embedded in the videos, such as justice, empathy, and cooperation, have supported the character-building goals of the curriculum. Therefore, it can be concluded that the Maria Stewart and Black Lives Matter videos have been appropriate as supplementary learning resources that have enhanced students' linguistic competence, critical thinking, and moral development.

Finally, this study has shown that the selected Crash Course videos have provided strong pedagogical implications for English language learning. The multimodal presentation of visual explanations, narration, and captions has supported students' comprehension of recount texts by facilitating the understanding of structure, language features, and moral messages. Although empirical classroom implementation has not been conducted, the conceptual analysis has indicated that these videos have the potential to increase student engagement, support diverse learning styles, and reinforce the integration of

character education. Therefore, it can be concluded that both videos have offered meaningful pedagogical value and may serve as effective supplementary media for teaching recount texts in senior high schools.

## **B. Suggestions**

This section has provided several suggestions based on the results and conclusions of the study.

For teachers, it has been suggested to utilize educational videos such as those from Crash Course as supplementary learning materials, especially in teaching recount texts. However, teachers have been advised to ensure that the selected videos have been aligned with the national syllabus and have supported students' comprehension by guiding them in identifying the key elements of recount texts, including the generic structure, language features, and social function. By integrating such videos into classroom practice, teachers have been able to create more engaging, meaningful, and effective learning experiences for students.

For future researchers, further studies have been encouraged to expand the scope by analyzing a broader selection of videos. Moreover, when longer videos have been used, the duration has been recommended to be adjusted to classroom schedules to prevent boredom and maintain students' focus. It has also been suggested to select videos containing more familiar vocabulary, as this study has found that some Crash Course videos have still

included various unfamiliar English words. Future research has been able to examine students' engagement and comprehension when using videos as media for learning English, providing deeper insights into their pedagogical effectiveness.

For Curriculum Developers and Material Designers, the findings of this study have indicated that multimodal historical videos possess significant pedagogical potential for teaching recount texts. Therefore, curriculum developers and material designers have been encouraged to consider integrating carefully selected educational videos as part of instructional resources. Incorporating such media may support diverse learning styles, promote character education, and enrich the learning materials available for teaching recount texts in senior high schools.