

CHAPTER V

CONCLUSION AND SUGGESTIONS

This last chapter consists of conclusion and suggestions, the two main sections are discussed. The first section elaborates the conclusions throughout the thesis based on the descriptions on the previous chapter, particularly on the fourth chapter about findings and discussion. The second section mentions the researcher's suggestion for the readers particularly the English teacher and future researchers.

1.1. Conclusion

As has been clearly discussed in chapter 4, two research questions have been discussed. The following is the conclusion of those research questions. The first conclusion was about the implementation of problem-based learning through WebQuest in teaching writing. Based on the data findings, it can be concluded that the teacher implemented problem-based learning through WebQuest by introducing the problem stages, analyzing the problem, generating ideas and learning issues, presenting the solution, and reflecting and consolidating of learning.

However, there were two stages which have different activities with Tan (2003) & Albion & Gibson (1998), and one stage was skipped, which was discovery and reporting stage. This stage skipped because there were many materials have not explained yet. Although the teacher skipped it, the teacher explained the material in detail and continuously until the students understand and know what to do. In addition, there were problems encountered by the teacher in implementing problem-based learning through WebQuest in teaching writing. The problems were choosing the problem, internet access and time allocation. Those problems were found in implementing problem-based learning through WebQuest in teaching writing.

The second conclusion is about the students' perception of the implementation of problem-based learning through WebQuest in teaching writing. The students' perception was assessed based on the criteria proposed by Davis (1989), namely: perceived ease of use (PEU) and perceived of usefulness (PU). Based on the findings, this study provokes the present study to go beyond the traditional tools to utilize WebQuest as an instructional tool. In terms of perceived ease of use, the students accessed the WebQuest easily and they could understand analytical exposition clearly. Meanwhile, in terms of perceived usefulness, the students perceived that learning by problem using WebQuest increased their ability in writing, and also their critical thinking.

1.2.Suggestions

After discussing the findings of the study, several suggestions can be drawn. The suggestion will be addressed to the English teacher and the further researchers. The first suggestion will be addressed to the English teachers in general. There are two suggestions for them, which are in implementation of problem-based learning through WebQuest in teaching writing. It is better if the teachers focus on not only the students' outcomes, but also the process in order to know how they can express their knowledge through their writing, and it is also better if the teacher implement all stages of problem-based learning.

The second suggestion will be addressed to the further researcher. Since this study focuses on how the implementation of problem-based learning through WebQuest in teaching writing, the further research may focuses on the effect of the implementation of problem-based learning through WebQuest in teaching writing.