

CHAPTER V

THE CONCLUSIONS AND RECOMMENDATIONS

In this research, this chapter is the last chapter dealing with the conclusion of the whole research result, which has been briefly discussed in the previous chapters. Besides, this last chapter elaborates some suggestion related to teaching writing by using Microsoft Word for the readers and other researchers. Further, the data and the discussion of the research have become the foundation to draw up this final chapter.

5.1 The Conclusions

From beginning to the end, this paper had opened up a research of the effectiveness of Microsoft Word in improving students' writing skills at a MAdrasah in Garut. Besides, this research was aimed at finding out students' perception toward the use of Microsoft Word in the writing class.

In this section, the conclusions present the overall descriptions of the research result gained through an experimental research and interpreted in the form of data analysis. The following explanation is a set of those conclusions.

1. There is significant difference between the class that used Microsoft Word in improving their writing skills and the one that did not use this method.

From the research findings and data analysis, the researcher found that the use of Microsoft Word in writing class applied to the experimental class was generally effective than using handwriting and paper applied to the control class in improving students' writing skills.

The facts showed that this result was proved statistically by the independent-sample t test calculation in post-test scores, which gave the evidence that the $t_{observe}$ is higher than the t_{table} with the level of significant at 0.05 ($8.73 > 2.042$). It means that the null hypothesis was rejected. In addition, there was a significant difference between the post-test means for experimental class and control class. Furthermore, based on the students' writing product, their writing skills of the experimental class significantly improved better than that of the control class.

2. Students have some good positive perception towards the use of Microsoft Word in improving their writing skills

Based on the result analysis of the questionnaire, there were students' positive responses towards the use of Microsoft Word in writing class. Further, the results of questionnaire are concluded in the following details.

- a. *The use of Microsoft Word in writing class is helpful in teaching writing to the second grade students of MTs. Darul Arqam Muhammadiyah Garut.*

From the research, almost the entire students agreed that using Microsoft Word in writing class was useful and enjoyable to them in improving their in writing skills than the conventional method, by using their own handwriting.

However, there were many students who still found difficulty when those students revised their works (and/or their friends' works) by using

Microsoft Word because they cannot follow the instruction given by the teacher at the first time.

- b. Some advantages are found in learning writing, in which the teacher who applied the use of Microsoft Word in writing class.*

As a result, the use of Microsoft Word in writing class motivates students to write more correctly, makes them realize their strengths and weaknesses in writing texts. It makes them more aware and sensitive in writing. It also improves their English vocabulary that supports them to enrich their option to choose the right words to express their ideas in writing texts.

Individual revision and proofreading (peer correction) can be a mean to share knowledge for one student and other students. These kinds of activities make them accustomed to taking and giving comments and corrections from other peers. The trust that they built up among the students makes them more confident in writing texts; they are not afraid to make mistakes and it can improve their critical thinking during the process of writing.

Besides, the use of Microsoft Word in writing class brings a different atmosphere to be more interesting and enjoyable. Further, the use of Microsoft Word in writing class makes the writing process easier and faster.

- c. Some significant factors contribute to the success of teaching writing that uses Microsoft Word in writing class.*

The first significant factor is the internal factor, which is characterized by emotional involvement from the inside of the students themselves. This internal factor involves the students' motivation to read and revise their own works and their friends' works; their knowledge and skill in writing; how many practice that the students have done in writing; and also the students' physical condition.

Furthermore, the second is the external factor, which involves good communication and interaction with other peer; enjoyable writing situation; good and correct comments and corrections from other peers; topics of discussion that the students like; and how many practices in English conversation and speaking with other peers. Besides, teacher's factor and media used and also their ability in using the media in teaching learning process can influence the teaching writing using the Microsoft Word.

5.2 The Recommendations

During the process of conducting this research, the researcher had tried to perform all of the efforts to gain maximum result. The researcher admits that this research is still far from being perfect, and it still requires some improvements. Therefore, the researcher has some suggestions for the readers, English teachers, and other researchers who are deeply interested in learning writing using Microsoft Word.

1. For English teachers

Since the use of Microsoft Word is used during the writing process, it can be dry and the students feel bored of the activity. Therefore, the teacher should be more attractive and creative in selecting the topics and materials for teaching and learning process.

In this case, the use of Microsoft Word is recommended for the teachers who are familiar and able to operate the program so that it can reduce students' difficulty in the process of writing, revising or even in peer correction activities. Otherwise, the students will be trapped and confuse to follow the instructions in operating the Microsoft word and do not focus on how to make a good writing.

Moreover, the teacher should also consider the internal and external factors. These factors can influence students' learning process and contribute to the success of teaching writing that uses Microsoft Word. Thus, the teacher should plan a well-organized time management and well preparation before conducting the lesson in order to achieve the effective teaching and learning process.

2. For other researchers

Since this research was conducted in a relatively short time, for further research, the researcher suggests that he had better conduct a related research by allocating more time. Besides, since this research used a quasi-experimental design, which made this research lack of absolute data, he suggests that the other researcher construct a true experimental design in order to avoid the problems in processing the data.

