

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter provides the conclusions related to the study and the recommendations. The conclusions of the study are drawn based on the result and discussion on the data that gained in the implementation. The recommendations are given to the student, the English teachers and also the future researcher in linier discussion.

5.1 Conclusion

Based on the analysis on the data gained and the discussion on the result of the research, there are three main results. The first result was related to the first research question on how the e-learning can be the solution for teacher to solve the problems of limited time in face to face meeting or conventional class in writing. The second research question was how the e-learning became a media to interact between peers, students and teacher without time and distance problems. The third question was how the e-learning became a solution for teacher to deliver the writing tasks in applying the self study enhancing the writing skills for students.

According to the number of total hour of students' access can represent the students' activity in working the tasks not only in the classroom but outside of the learning sessions. The highest number was dominated by the students who access less than 3.5 hours during the semester. It means that mostly the students still not used maximally the e-learning platform in full fill the writing tasks that instructed. The outset conclusion was because of the students' motivation in learning were still low. It can be concluded that the e-learning platform cannot solve the problem of limited time in face to face meeting or conventional class whether the students motivation still need to improved.

The second research question was how the e-learning became a media to interact between peers, students, and teachers without time and distance problems. The number of peers responds and comments during the implementation was still slightly. It can be concluded that the e-learning platform not optimally useful as a media to interact between peers, students, and teachers. It mean that the e-learning

platform cannot become a media to interact between peers without time and distance problems but useful for teacher to deliver the feedback and score without barrier of time and distance.

The third research question was how the e-learning became a solution for teacher to deliver the writing tasks in applying the self study enhancing the writing skills for students. From the results of teachers' questionnaire, it was shown that the e-learning platform was very useful for teacher in giving or delivering the task as well as giving responds and feedback. The teachers' respond and answer the question positively and stated that this e-learning platform was very easy to give the writing tasks for the students without need to meet each other in class or somewhere else.

The weaknesses that occurred in the implementation of e-learning platform was the number of total online hour of the students access the platform still few, it was because of the students' learning motivation in self study are still low.

5.2 Recommendations

In this part, the recommendation was written which drawn from the findings from this research. The recommendations are given to the students, English teachers, future researchers and the e-learning platform developer that related to the implementation linear from this study.

1. For The Students

From the result of the implementation in this study, there are some recommendations for the students that related to the implementation of e-learning platform in the writing subject. The students should be more maximize the used of this platform and developed their motivation in self study since they are the college students that need more time and effort to study initiatives. This platform were the tools that designed to This platform is designed for students to learn by them self and can do tasks and practices independently, without the self motivation, all product failed to implement.

2. For The Teachers

Considering that the e-learning platform was still new for the student, it is important to explain the function of this platform in learning writing English to the students at the beginning. Then, it will be better if the procedure of the use of platform was clearly explained. The teacher should check and make sure that all the students are understand the implementation and the consequences of doing the writing tasks in the e-learning platform, moreover, the score of the tasks can take the portion of total score of study. In order to improve the students' writing skills, teachers should give feedback more detail and deep toward the students' writing tasks that submitted. Teachers also recommend to actively access the platform to monitor their students' interaction and progress.

3. For Future Researchers

Based on the findings in this research, there are some recommendations for the future researchers. Related to the topic of this research, there are still many topics which can be developed and analyzed. Although this thesis was still far from perfect, it can be the basic sources for the next researcher. Due this research only focused on the data of implementation, other researchers can conduct research on the learning, motivation or behavioral stages.

4. For The e-Learning Platform Provider

Based on the result of students' interview in this study, it can be found that there some suggestions and comments for the provider of the e-learning platform to develop the e-learning material more fun and interesting for the students to increase their motivation of learning. There was an expectation that the e-learning platform could provide some practice materials of writing through games that makes the learning process more fun.

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APPENDIX

1. CEFR TOEFL ITP Descriptors
2. Data Result of Diagnostic Test
3. General Overview of Structure Subject related to Writing task in Platform
4. Data Result of Writing Tasks
5. Data of Students Comments
6. data of Students Responses
7. Data Result of Students' Online Hour
8. Data Result of Scoring and Feedback
9. Data Result of Students' Questionnaire
10. Data Result of Teachers' Questionnaire
11. Scripts Results of Students' Interview

