

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the data analysis, the following conclusions are drawn:

1. Based on the findings relate to using Virtual Writing Tutor tool in classroom, data was collected by using the test and it shown that there is a significant improvement in students' writing skills in terms of writing quality. The data which was obtained and displayed showed that the score of cohesion increase up to 39,65% from the average score on pre-test which was 44,61 then up to 62,30 on post-test. It indicated that students' post-test score was higher than students' average pre-test score. In consequence, the structure and content in an effort to improve students' opinion essay writing skills can be improved using the Virtual Writing Tutor tool.
2. There is a significant improvement in students' writing skills in terms of structure and content. It was shown by the students' score of opening increase up to 21,43% from the average score on pre-test which was 53,84 then up to 65,38 on post-test. And then the score of thesis increase up to 37,01% from the average score on pre-test which was 42,61 then up to 58,38 on post-test. It indicated that tudents' post-test score was higher than students' average pre-test score. In consequence, the structure and

content in an effort to improve students' opinion essay writing skills can be improved using the Virtual Writing Tutor tool.

3. Based on the questionnaire about the students' difficulties in using Virtual Writing Tutor as a medium for learning to write essays, it was found that the students have no difficulty understanding the material provided. Most students understand the elements used to write an opinion essay. Students are also able to understand the explanations and suggestions given even though it required more concentration. Furthermore, according to students, using Virtual Writing Tutor tool in learning to write essays did not reduce student interest in learning; students felt interested and challenged when using Virtual Writing Tutor tool and were excited and motivated to learn using Virtual Writing Tutor tool as a medium used in learning to write essays. However, in learning facilities, some students have difficulties due to unsupportive learning facilities; some students find it difficult when using Virtual Writing Tutor tool as medium for learning because of inadequate devices, and they find it difficult when using this medium because it requires internet quota in its use.
4. Based on the results of the questionnaire conducted to get students' perceptions after using Virtual Writing Tutor tool as medium for learning, overall, students are very interested in using this medium. Most students agree that learning English in class is easier by using Virtual Writing Tutor. They think that with this tool they become more enthusiastic about learning, because this tool not only displays scores but

also provides explanations and suggestions for our written work. Most students agree that using Virtual Writing Tutor to develop essay writing skills can increase insight into knowledge, opinions, thoughts on a phenomenon. But there are some students who experience problems related to poor network access and are constrained by the available internet quota.

B. Suggestions

Based on the findings of this research, some suggestions can be made as follows:

1. For the teachers, it was suggested that to use Virtual Writing Tutor tool as one of the learning medium to help students improve their interest in learning, especially in learning English. As time goes on, the teachers should be able to adapt the technology and use it to develop and assist in the teaching and learning process to achieve an effective and interesting process and then improve students critical thinking and creativities.
2. For the students, it was suggested to use Virtual Writing Tutor tool to help them in improving their writing skills, and also critical thinking and creativities by writing an essay of some phenomenon around.
3. For other researchers it was recommended that they can use this research reference in analyzing the other types of medium for all language skills, namely, listening, reading, speaking and writing. The researcher also expects that other medium for enhancing essay writing skills can be used in teaching and learning process. Future researchers should be able to use

other scientific theories needed to discuss the use of e-learning media in learning English. Future researchers should also expand the scope further research, considering that the research carried out discusses a very broad study about e-learning media for language learning. And it is also hoped that further research will use techniques that can be more optimal in obtaining the amount of data needed for concrete research.

