CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter covers a brief summary of the first four chapters of this study which discusses the summary and the inferences made by the writer. This chapter also provides some suggestions regarding the findings of learning of writing using Ms. Word in the multimedia laboratory at WMSCU.

5.1 Conclusion

The growth of technology, especially the computer has gone widespread into many areas of life, including educational sector. In education, the computer serves three functions; *instructor, collaborator,* and *facilitator.* In this case, the study is intended to explore more about Ms. Word that functioned as word processor (facilitator function). Since several years ago, a lecturer at the English Department of WMSCU has been conducting her writing classes using Ms. Word in the multimedia laboratory by applying electronic portfolios and mailing list. In this study, the writer did not observe both electronic portfolios and mailing list, but she emphasized more on observing Ms. Word for the learning of writing. The writer set the limitation in which she only analyzed the attitudes of English Department's students toward the learning of writing using Ms. Word in the multimedia laboratory at WMSCU.

This study was designed using descriptive qualitative survey. The writer intended to describe the students' attitude toward the learning of writing using Ms.

Word in multimedia laboratory at WMSCU without applying any statistical measurement. In addition, since this study was also considered as a survey in which the processes of it followed a special flowchart which was discussed in Chapter 3. Sixty-one students were chosen as the subjects of this study using convenience or accidental sampling. In gathering the data, a questionnaire consisting of 20 closed-ended questions with 1-4 scales was used; while unstructured or in depth interview was applied for clarification on the subjects' responses on the questionnaire. The questionnaire was tried out first before it was used in the real research.

The analysis of the questionnaire, in general, discovered that the subjects held positive attitude toward the learning of writing using Ms. Word in the multimedia laboratory at WMSCU. The subjects discovered that this class was enjoyable and non-threatening since Ms. Word provided a lots of tools that helped the students improve their writing, for instances; spelling checker, thesaurus dictionary, page formatting, paragraph formatting, editing text, word count, track changes, and insert and view comment. Spelling checker and thesaurus dictionary benefited the students in minimizing the spelling and grammar errors. Meanwhile, paragraph formatting assisted the students in arranging the paragraph neatness. Next, word count made the students not worried in making composition within certain number of words. The comments given by the lecturer through insert and view comments or track changes were valuable in improving the students' composition.

Besides, another factor that supported the students' attitude toward learning writing using Ms. Word is the condition of the teaching learning activity such as

the lecturer's acting as the facilitator and using different techniques in delivering also played significant role. In addition, the students loved writing class in the multimedia laboratory because they had their own PCs and writing folder in it. As the result, they could work in accordance their time and pace.

The students liked this class and it was shown by the statement about their behavior toward that class, they attended the class regularly and punctually, they also submitted the assignment on time. In case of absence, the respective students actively caught up with the other students tried to gain information during their absence.

As general, it can be concluded that the students of English Department of WMSCU held positive attitude toward the learning of writing using Ms.Word in the multimedia laboratory at WMSCU in terms of affective, behavioral, and cognitive components.

5.2 Suggestions

In accordance with the result of this study, the writer proposes several suggestions dealing with the learning of writing using Ms.Word in the multimedia laboratory at WMSCU. They are as follows:

1. In line with the question no.12, most of the subjects complained about the speed of Internet. Therefore, the writer suggests that the English Department of WMSCU upgrade the computer in the multimedia laboratory.

2. It is also suggested that the number of computers in the multimedia laboratory at WMSCU should be added since the capacity of the computers now are far

from being sufficient is compared with the number of the students of English Department of WMSCU.

3. In line with the result of this study, the writer suggests that other subjects may be conducted by integrating it with computer since this machine offers many advantages in facilitating the language learning.

4. Meanwhile, for the lecturer, it is suggested that before implementing the lesson in the multimedia laboratory, she should prepare the computer facility in the multimedia laboratory since it does not support the class to run well.

5.3 Recommendation for Further Studies

At the end of this study, the writer would like to encourage other researchers to develop a further study that has not been discussed in this study.

This study made use of a descriptive qualitative survey; therefore, the writer suggests other researchers to take another technique in measuring the attitudes, for instance using quantitative design by applying statistical measurement, namely Chi Square Test (X^2).

Besides, this study only analyzes the students' attitudes toward the learning of writing using Ms. Word, while the process of writing is beyond this study. Therefore, it is suggested that the next researchers focus more on the process of writing using Ms. Word.

In addition, it is also suggested that the other researchers conduct a research in comparing the learning of writing using computer and paper and pencil writing.

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