

CHAPTER V CONCLUSION

This chapter presents the conclusion, implication, and suggestion derived from the findings and discussion of the previous chapters. It summarizes the essential results of the study, highlighting how the research objectives and questions have been addressed.

5.1 Conclusion

This study concludes that eighth-grade junior high school students showed a generally positive attitude toward integrating web-based platforms in learning English writing. The questionnaire results, with mean scores ranging from 3.00 to 3.60, indicate agreement with the proposed online learning features. Students particularly appreciated opportunities for feedback, reflection, and self-evaluation, as seen in the highest-rated indicators: Tracking My Progress and Results Throughout Learning and Gaining Confidence in Writing Through Online Support. These results highlight the importance of scaffolding, teacher guidance, and consistent feedback in enhancing students' writing confidence and motivation.

Furthermore, the study identified seven key characteristics of a web-based writing platform: flexible access, engaging and age-appropriate interface, multimedia learning aligned with the curriculum, interactive practice opportunities, feedback mechanisms, collaborative learning environments, and reflective tools. These elements align with students' learning needs and teachers' pedagogical expectations, ensuring both educational relevance and contextual appropriateness. Overall, effective web-based learning tools should balance engaging design with structured guidance and feedback, consistent with the principles of Social Constructivism (Vygotsky, 1978) emphasizing interaction and collaboration in language learning.

The overall conclusion drawn from the development and subsequent discussion is that YourWrites provides a substantial degree of innovation, particularly in its design aesthetics and instructional features. This novelty

is concentrated in three core areas: its appeal (attractive), its ease of use and reach (accessible), and its alignment with educational principles (pedagogically suitable).

YourWrites successfully presents a modern and engaging learning interface through its Dark Mode Theme and aesthetically functional card-based layout, which not only enhances visual appeal but also supports a focused and comfortable learning experience. The platform is developed with an efficient, user-friendly technological approach, featuring responsive design for seamless use across different devices and the use of localStorage for offline access—making it highly accessible, especially for schools with limited internet connection. In addition, YourWrites is pedagogically aligned with the Cognitive Model of Writing, guiding students through structured writing stages such as planning, drafting, revising, and reflecting, while its Progress Reflection Section further strengthens metacognitive skills by encouraging self-evaluation and awareness throughout the learning process.

5.2 Implication

The findings of this research imply that web-based platforms hold significant potential to support English writing instruction at the junior high school level. For teachers, integrating digital tools can enhance feedback delivery, learner engagement, and writing motivation. For curriculum developers, the identified characteristics provide a framework for designing pedagogically sound and contextually relevant digital learning environments. Moreover, this study contributes to the growing body of literature that connects educational technology with process-based and collaborative writing instruction.

5.3 Suggestion

Based on the findings of this research, several suggestions can be made for teachers, schools, and future researchers.

- 1) For teachers, it is recommended to incorporate web-based learning platforms as supplementary tools in English writing instruction. These platforms can be used to provide timely feedback, encourage student reflection, and enhance learners' motivation in writing activities.
- 2) For School, it is important to offer adequate training and infrastructure support to ensure the effective and sustainable integration of technology in the teaching and learning process.
- 3) For further studies are suggested to explore the long-term impact of web-based platforms on students' writing performance. Future investigations may also compare different age groups or proficiency levels to gain a broader understanding of how technology-assisted learning influences writing development across diverse educational contexts.

