

CHAPTER IV

CONCLUSION

This chapter presents conclusions of the research and suggestion for the teachers, lecturers, and further researcher.

4. 1. Conclusion

About the data analysis in this research, the use of Information Technology-based learning is believed to improve students' writing ability. Therefore the researcher researched the learner's requirements for increasing writing skills using a smartphone. There are two kinds of qualitative data presented in this research to support this result, namely Critical Literary Review, interview and questionnaire. In terms of Critical Literary Review, the researcher obtained some results as follows.

Based on the chapter 2, the researcher undertook the literature review from relevant studies to the research and found that five aspects are very influential on writing skills. These five aspects are abilities that must be mastered by students, namely: content, organization, vocabulary, language use, and mechanics. Content is related to organizing and generating idea, developing idea, understanding the purpose, and formulating the sentence. Organization aspect are include producing well structure sentence, using appropriate generic structure and have to coherent and cohesion. While in vocabulary aspect, students have to be able to use appropriate vocabulary and enrich the vocabulary. Then, language use aspect, students have to master in using the correct grammar, using connector, and using part of speech. Lastly is mechanics aspect, its include spelling, capitalization, and punctuation. Relating with smartphones, some study state that smartphone is effective for improving writing skills. For example, students can use **Grammarly** for helping the incorrect sentence of grammar, spelling, punctuation and others.

Chapter 3 revealed that mostly the students writing requirements is using the web-based application such as Google Translate, articles, Google Form and Google Classroom for all of the writing aspects. Then, using the **KamusKu** application which is also downloaded for helping students in getting new vocabulary. In other words, using smartphones make students writing ability increased. The pupils have a better knowledge of the text writing process from website. Students can develop the ideas and write well-organized paragraphs. Grammar and mechanical errors among students are also reduced.

4. 2. Suggestion

Following the completion of this study, the researcher makes the following suggestion to English teachers and other researchers. The goal of English instruction is for students to communicate in English appropriately and acceptably. It includes teaching pupils how to listen, speak, read, and write. For the teachers and lecturers, students need to develop and implement the teaching strategies to improve their teaching quality to achieve the educational purpose. Because writing is always considered the most challenging subject, teachers must improve the teaching and learning process by using all possibilities. For example, in the 21st century, Teachers can employ the smartphones to supplement students' classroom instruction. It can provide learning aids and materials. The use of the smartphones has many benefits for teaching and learning language.

For further researchers, this study mainly describes how learning can be applied using Smartphone to increase students' writing ability. The research may also contribute to a further researcher that would use the research terms of learning writing using Smartphones. The theoretical concept of this research can encourage new perspectives regarding smartphone use.