

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher explains the conclusion and suggestion based on the findings of the Classroom Action Research. The conclusion discussed the result of the E-portfolio for improving students' writing in hortatory exposition text. In contrast, the suggestion discussed some alternative ways for the teachers and another researcher who wants to use E-portfolio.

A. Conclusions

Based on the result of this research, the researcher concluded that:

1. Implementing an e-portfolio can improve students' writing skills of the eleventh-grade students at MAS Mathla'ul Anwar Pusat Menes. The feedback was given by marking the students' mistakes found in their writing. It indicated that using an e-portfolio encouraged the students to evaluate and revise their writing based on the feedback. E-portfolio also assisted the students in keeping their writing so that they could crosscheck their works constantly. Hence, an e-portfolio could improve their understanding and contribute positively to the scores of the five aspects of writing, namely content, organization, vocabulary, language use (grammar), and mechanics. In other words, an e-portfolio can be an alternative technique for teachers in helping

students solve their writing problems and giving feedback during the teaching and learning process. On the other hand, their progress is monitored by using observation sheets and field notes. Then the findings from the interview both the teacher and the students showed that they gave positive responses to the implementation of e-portfolio in improving students' writing. Additionally, the use of an e-portfolio could create a new experience and more enjoyable classroom activities.

2. The use of e-portfolio has significant improvement in students' writing skills. It was proved by seeing their improvement score on the tests. In the pre-test, the mean score was 60,52, of which there were 4 students or 13% who pass the Minimum Mastery Criterion. Then in the post-test of cycle 1, the mean score was 70,74, in which there were 12 students or 39% of the students who passed the Minimum Mastery Criterion. In the post-test of cycle 2, the mean score was 77,39, of which there were 27 students or 87% of the students who passed the Minimum Mastery Criterion.

B. Suggestions

Based on the result and discussion in this research, there are some suggestions for students, English teachers, and other researchers.

Hopefully can be used for further learning. The explanations are mentioned as follows:

1. For the Students

The students should be aware of the process of writing. Through this study, e-portfolio assessment can help students to know their progress in writing. Hence, it is good for them to practice and make them better in their writing achievement.

2. For the Teachers

The teachers are focused not only on the product of writing but also on writing to help students. They have to use authentic assessment to know students' progress. One of them is the e-portfolio assessment. The result of this research shows that e-portfolio assessment is proven to improve students' writing skills. Besides, the English teachers are expected to be more creative, innovative and pay attention to what students need in the teaching and learning process.

3. For other Researchers

Further researchers can use this research as a reference, and those who want to carry out another research on the same field also can use this research to support other sources they need.