

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Vocational School Needs in Writing Procedure Text

Vocational school students have expressed a clear need for writing procedure texts that are closely aligned with their specific majors. This alignment ensures that the instructional materials are relevant to their majors, incorporating industry-specific terminology, examples, and practical applications that resonate with their professional aspirations. By tailoring the content to the specific fields of study, students can better understand and relate to the material, which in turn enhances their motivation and engagement. This relevance is crucial for helping students see the direct connection between their coursework and their future professional roles.

Furthermore, students show a strong preference for and engagement with the use of technology throughout the entire writing process. From the initial planning stages, where they can organize their ideas and structure their texts, to the final editing phase, where they refine their work for clarity and precision, technology plays a crucial role. Tools such as word processors, grammar checkers, and collaborative platforms facilitate each step, making the process more efficient and interactive. By integrating technology, students can access a wealth of

resources and feedback, enhancing their learning experience and enabling them to produce well-crafted procedure texts.

This technological integration not only supports the development of their writing skills but also prepares them for the digital demands of the modern workplace. By using technology in their writing tasks, students become more adept at utilizing digital tools and platforms that are commonly used in professional environments. This preparation is essential for their future success, as it equips them with the necessary skills to navigate and excel in a technologically advanced world. Overall, the combination of major-specific content and technology-enhanced instruction meets the dual needs of relevance and engagement, leading to more effective learning outcomes for vocational school students.

2. How the teacher implement the SAMR Framework in Teaching procedure Text.

Through the debate that took place previously, it is possible to observe that the instructor has implemented the SAMR in the process of teaching procedure text for vocational school. This section will be dedicated to dissecting and analyzing the obvious path that the teachers had taken in order to apply the substitution, augmentation, modification, and redefinition.

When a teacher reaches the substitution stage, they replace conventional instruments with digital ones without altering the primary duty that they are

responsible for. When it comes to the editing process, for example, when the teachers used the Google Drive rather than actual notebooks, the editing process of procedure text is more efficient. This serves as an illustration of how paper can be replaced with a digital platform. This adjustment does not fundamentally affect the activity, despite the fact that it gives essential advantages such as greater organization and simplified access with regard to the activity.

On the other hand, the process of augmentation allows for the introduction of functional additions, which results in an improvement of the task. In this context, employing the collaborative capabilities of Google Drive offers real-time feedback and version control, thereby supplementing the standard editing process with tools

The next level is modification, which is when the instructor reimagines certain aspects of the learning experience by using technological features. This is the following step. As an illustration, one example is the employment of AI tools for editing, which has drastically altered the way in which students approach the process of revision. AI provides students with instant and accurate feedback that they can immediately act upon. Further this enables students to modify their approach to self-editing and enhance their writing skills in a manner that is more dynamic. One of the advantages of this is that it not only makes the editing process more effective, but it also assists students in better comprehending their writing and becoming more interested with it.

Regarding the redefining level, technology makes it possible to establish new responsibilities that were before imagined. This is a significant advancement. As an illustration, the utilization of applications like as Nearpod and Canva brings about a significant transformation in the manner in which students plan, produce ideas, and update their work. Because of its interactive characteristics. For example, Nearpod makes it possible to monitor the writing of students across the entirety of the classroom. Students are able to more easily participate in a collaborative revision process that allows them to comment on each other's work in real time. This makes it easy for each student to contribute. With the help of Canva, students are able to see the steps of ideation and planning that they are going through, which makes abstract ideas more physical and relatable. These technologies rethink the traditional writing responsibilities, making them more interactive, facilitating collaboration, and increasing engagement. Overall, they make writing more interesting.

B. Suggestion

Those with a close connection to or interest in this sector should consider the following recommendations in light of the findings and conclusion stated :

1. Teachers

The results show that there is a great deal of promise for students to improve their writing proficiency through the contextualize material. In this instance, Teachers has to explain the content that is taught to the students. Teachers are

advised giving more details. As a result, the researcher advises the teachers to provide the students with a material which guide to learning the different digital learning source.

Additionally, a number of students regarding the implementation of SAMR framework that has been used for writing is very helpful. In order to meet the opportunities and challenges of innovation in teaching and learning processes, the researcher advises teachers to incorporate information and communication technology. A number of suggestions for English learning tools can increase the amount of interactive participation in this implementation.

Researchers recommend to utilize many platforms in the smartphone such as ; Word wall apps, Nearpod, bamboozle to provide educational materials as a teacher. Additionally, the researcher advises them to combine practice with the content to further improve their writing in procedure text.

2. Students

Students have access to all of the necessary educational resources on their mobile devices, including their phones. When it comes to learning English, the researcher recommends that students make advantage of the available learning tools, despite the fact that using their phones to do so can lead to a significant number of distractions later on in the process. The temptations of social media, entertainment, and other distractions make it difficult to concentrate on learning. This is especially true when it comes to studying. On the other hand, it is essential

for students to understand that putting things off will indeed make it more difficult to complete them in the end. It is important for students to make better use of their time by breaking it up into other categories, such as studying, amusement, and other activities. Additionally, researchers believe that learning can take place anywhere, even from the media that is closest to and easiest to reach. This includes many forms of media that students commonly use, such as games, YouTube, music, and so on. Then, we also need to make use of these resources, such as English teachers on YouTube, who can teach us vocabulary and grammar in English by having us listen to music and practice our hearing. This is something that we need to do.

3. Other Researchers

The results of this study can serve as a foundation for future information to improve English material in the classrooms, especially for instructors and online learning platforms. The researcher suggests that future research concentrate on the difficulties faced by teachers. Students seem to have a lot of complaints about their teachers' performance based on this study. Therefore, the researcher thinks that more research should examine teachers' viewpoints and how they view digital based teaching in order to better identify issues with the teaching and learning process.

C. Implication

A significant lens for comprehending the incorporation of technology in educational settings is provided by the SAMR (Substitution, Augmentation, Modification, and Redefinition) framework. This is especially true in vocational schools, where the development of practical skills is of utmost importance. When the SAMR framework is used to the process of developing procedural texts, students in vocational schools experience a variety of benefits, including increased levels of engagement and learning augmentation.

At the level known as "Substitution," technology acts as a direct tool substitute, albeit with some slight functional improvements. When it comes to writing procedure texts, students may choose to use word processing software rather than the more traditional pen and paper. Students are able to concentrate more on the substance and organization of their writings rather than the mechanics of writing because this substitution provides fundamental benefits such as legibility and ease of editing.

Moving on to the topic of "Augmentation," technology not only serves as a substitute for writing but also assists in improving it. Students have the ability to enhance the clarity and comprehensibility of their process texts by utilizing capabilities such as spell-checking, formatting templates, and the inclusion of multimedia. The purpose of this enhancement is to help the development of skills by encouraging students to improve their writing through the use of rapid

feedback and visual aids, which ultimately assists in improving their general communication abilities.

The term "modification" refers to the process of significantly redesigning work through the utilization of technology, such as collaborative writing platforms or interactive seminars on writing method descriptions. In this setting, students from vocational schools not only write, but they also participate in peer editing, receive comments from their teachers in real time, and add multimedia elements such as movies or diagrams to augment their explanations of procedures. At this level, students are encouraged to develop a more profound understanding of writing concepts and to apply those principles within vocational contexts. This enhances their ability to effectively prepare for practical tasks in their chosen fields.

In the final step, which is called "Redefinition," technology makes it possible to create whole new tasks that were previously unimaginable without the presence of technology. By way of illustration, students could work together with professionals from the business through the use of online platforms to co-author process documents that are based on real-world events. As an additional option, they might recreate complicated processes by means of virtual environments, so getting practical experience in a supervised environment. Students in vocational schools are provided with the advanced skills necessary

for their future careers by virtue of this level, which encourages creative thinking, critical thinking, and flexibility among the students studying there.

Ultimately, the SAMR framework offers a methodical and organized approach to the use of technology into the process of developing procedural texts for students attending vocational schools. It is possible for educators to effectively harness technology to improve learning outcomes, boost skill development, and better prepare students for the ever-changing demands of their chosen professions if they advance through its stages, beginning with substitution and ending with redefinition

