CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions

1.1 Conclusions

Based on the data analysed by using thematic analysis, it was found students' perception toward the use of WhatsApp in writing activities. First, doing pre-writing. The teacher give the clue for pre-writing, the teacher posted pictures or videos on the topic through WhatsApp group, if teacher didn't give a clue, they got the topic based on their imagination. Second, doing revising. Students post the assignment on WhatsApp group, after that, the teacher provide feedback by commenting on the students' assignments. If revision is needed, the students fix as suggested. And last the students posted the revised version of their writing in the WhatsApp group. Third, having implementation independent from time and location. Students could submit their assignment in anywhere and anytime according to the time determined by the teacher. Fourth, having internet connection. The internet connection is not support learning and teaching activities. The last spending much cost. Depending on the use, if have a lot of assignments and it must be sent via WhatsApp. It will use a lot of data. In conclusion, pre-writing, revising has been the steps of writing, independent from time and location has been benefits of WhatsApp in learning writing, internet connection and costly to use has been limitation of WhatsApp in learning writing

of students' perception toward the use of WhatsApp in writing activities: a case study at SMPIT Al-Fatah Mekar Jaya.

1.2   Suggestions

The researcher suggests for English or teacher to use online platform to teach their students. This study indicated that the use of WhatsApp can be an alternative way to know the students' progress. The researcher also expects that by using WhatsApp for writing activities it can provide new experience for the teachers and the students.

For further researchers, the researcher hopes that other researchers can conduct similar research in depth and get new result from the students' perception toward the use of WhatsApp in Writing Activities. The researcher also hopes that the other research can develop this research to not only focus on writing skills but also covers other skills such as speaking, reading, and listening skills. Furthermore, it is hoped that the next researchers will be able to use this study as a reference for further studies.