

Chapter V: Conclusion

A. Conclusion

From the results of this research and development it can be concluded that this research has successfully integrate the use of technology to enhance the stages in Genre Based Approach in teaching essay writing. This argument based on the following results:

The main products developed are the syllabus, lesson plans and rubric of student writing that use the Genre Based-Approach integrated with ICT. The integration of technology in the GBA is the focus of the first research question that the researcher examines. The results of the analysis of preliminary studies conducted by researchers show that students and lecturers feel that writing learning should be integrated with technology. Technology integration in GBA is carried out during text modeling, joint construction of a text, independent construction and up to the final stage, publishing. From the results of trials on the learning process it is proven that the learning time is more effective so that the learning process is more efficient and able to cover more material when compared to GBA which is not integrated with technology.

The implementation process of developing a syllabus, lesson plan and rubric for the assessment of students' writing goes through several stages, the analysis of the initial study. At this stage the researchers conducted an initial study of writing learning theories and analyzed documents in the form of a syllabus, lesson plans and assessment rubrics used by writing lecturers at the IAIN Sultan Amai Gorontalo

English Study Program. Researchers found that the approach to learning to write which is still popular among English lecturers is a genre-based approach.

The genre-based approach is a writing learning model that emphasizes an understanding of how to construct text. This model also emphasizes the learning process on the ability to distinguish different types of text. The ability to understand various types of texts and their construction strategies is obtained through several stages of learning. From the results of document analysis in the form of syllabus for writing courses, most of them have used GBA as an approach to improving students' writing skills, but the learning process has not been fully integrated with technology. Based on the findings in this preliminary study, the researcher then designed writing learning using GBA which was integrated with ICT or technology in the form of a syllabus, lesson plan and assessment rubric.

At this stage the researchers compiled an initial draft and then tested it in small groups and continued to the final stage of testing in large groups. The results of the initial draft of the material or text being taught still use one type of text, hortatory exposition text and in the syllabus and lesson plan designs, one more text is added, analytical exposition. Specifically for the assessment rubric, the researcher also developed a special rubric that was used to assess students' writing on hortatory exposition texts. This rubric is the result of the development and adaptation of several rubrics that have been developed by previous experts.

The effectiveness of the genre-based approach integrated with ICT in this study was tested using a statistical test, the paired sample t test. Before doing this hypothesis testing, a prerequisite test is carried out first, the normality test. This

normality test is carried out on the results of the pre-test and post-test writing of students in large groups using Kolmogorov Simirnov.

Kolmogorov simirnov test results on the pre test results of 0.200. This value is greater than 0.05 ($0.200 > 0.05$). Furthermore, the results of the students' post-test writing also appeared to be greater than the error tolerance level value, $0.112 > 0.05$. From the results of this normality test, it can be concluded that the distribution of the assessment results of writing hortatory texts before and after the implementation of the treatment uses a genre-based approach integrated with ICT normally distributed. Furthermore, hypothesis testing is carried out.

The results of this test see the average difference between the pre-test and post-test scores. The result of this test is a significance value (2-tailed) of 0.00. This means that the significance value is smaller than the error tolerance level of 5% or 0.05 ($0.00 < 0.05$). So from the results of the statistical test above, it can be concluded that there is a significant influence on the ability to write hortatory text expositions of students using a Genre Based Approach which is integrated with ICT. Or in other words, a genre-based approach that is integrated with ICT is effective in improving the ability to write hortatory texts for the 5th semester of English Tadris students at IAIN Sultan Amai Gorontalo.

Implications

The results of research and development of the syllabus for writing courses using GBA integrated with ICT are:

1. Technological integration in Genre Based Approach in improving students' text writing skills is proven to have a positive impact on the learning process and

student learning outcomes. It is found that when ICT integration into Genre Based Approach is carried out, students can fully participate in essay writing learning and during the implementation of this research two kinds of writing genre can be taught in one semester, which are hortatory and analytical.

2. The results of the effectiveness of the learning process using integrated GBA with technology have a significant impact on students' writing skills and also make it easier for lecturers or lecturers who teach writing courses to deliver material in the learning process both offline and online.
3. The syllabus, lesson plan and assessment rubric developed in this study can be a reference standard in making writing learning tools as well as other subjects in the English Study Program of IAIN Sultan Amai Gorontalo.

B. Recommendations

Based on the conclusions and implications of the results of this research and development, the researchers recommends that the process of learning to write that is integrated with technology is proven to have a positive effect on improving students' writing skills, so that the future learning process will be better combined with technology, and not only limited to one language skill, but can also include other language skills and competencies.

It is also recommended that the results of the development of the syllabus and lesson plans as well as the assessment rubric in this study are suggested to be a standard for making learning tools in study program-based courses in the English Language Department of IAIN Sultan Amai Gorontalo. The rubric

developed can also be developed for the assessment of student writing results for other texts in English.

This research certainly has limitations, so that further research needs to make this research even better. This research is limited only to writing subject, which is in the future similar research can be carried out on other language skills and competencies. Furthermore, the results of this study are also limited to the use of technology. So that further research can emphasize variations in the use of technology during the learning process.

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