**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter consists of two parts. The first part deals with the conclusion which presents based on the data analysis and the findings in the previous chapter. The second part presents the suggestion which deals with the researcher’s expectation to the readers regarding the research findings.

1. Conclusion

Based on the results of data analysis and the findings in the previous chapter, the section of this research then comes up with the conclusion. The results of this research show that the use of UVIOPro in teaching writing is more effective than the use of sequences picture to improve the students’ writing skill in terms of content, organization, mechanics, vocabulary, and language use. The students’ score in each component is improved and it can be seen from the results of students’ posttest. Therefore, the use of UVIOPro in teaching writing improved the students’ writing skill. It is proved by the mean score of the students’ posttest in experimental group is greater than control group, where the mean score of the students’ posttest in experimental group is 64.08, while in control group, the mean score of the students’ posttest is 51.32. Besides, the t-test analysis for the students’ score improvement in experimental and control groups reveals that p-value or Sig. (2-tailed) is less than (α)= 0.05, which is .000 < 0.05. Therefore, H1 is accepted and H0 is rejected. Furthermore, it is concluded that there is improvement on students’ writing skill by using UVIOPro. Moreover, in terms of the five components of writing, the result of significance test reveals that the Sig. (2-tailed) of content, organization and mechanics are .000 and .004, meanwhile, the Sig. (2-tailed) of vocabulary and language use are .105 and .087. Therefore, the Sig. (2-tailed) of three components are less than (α) = 0.05, while, the Sig. (2-tailed) of two components are greater than (α) = 0.05. In fact, there are three components that are statistically significant difference for the mean score of the students writing improvement between experimental and control groups; they are content, organization, and mechanics. Meanwhile, the components of vocabulary and language use are not significantly different for the mean score of the students’ writing improvement in experimental and control groups.

1. Suggestions

This research attempts to investigate the use of UVIOPro in order to improve the students’ writing skill in terms of content, organization, mechanics, vocabulary and language use. In the light of the conclusion, the researcher put forwards some suggestions and recommendations as follows:

1. Since the findings of this research reveals that the use of UVIOPro is effective to improve the students’ writing skill; therefore, the teachers or lecturers are recommended to use the UVIOPro as one of the alternative ways to successfully improve the students’ writing skill.
2. In applying the use of UVIOPro, the teachers or lecturers should be creative and innovative in creating the teaching and learning media and materials in using this kind of multimedia program. Therefore, this teaching and learning media can be more effective in improving the students’ ability, particularly in writing.
3. Regarding to the kinds of the text in writing that is used in this research, namely descriptive text, the researcher suggests to the further researchers that they conduct some researches that maintain the use of UVIOPro to the other kinds of the writing text.
4. Since the findings of this research also show that in terms of the five components of the writing, there are two components that the improvement of the mean scores are not significantly different between experimental and control groups, i.e., vocabulary and language use. Therefore, the researcher suggests to the further researchers that they conduct more comprehensive researches and investigations on using UVIOPro in order to improve the students’ writing skill in terms of content, organization, mechanics, vocabulary, and language use.