

**CHAPTER 5**  
**CONCLUSIONS, IMPLICATIONS,**  
**RECOMMENDATIONS**

## Chapter 5

### Conclusions, Implications, Recommendations

Based on the findings in previous chapter, it can be concluded that there are advantageous and disadvantageous of using wiki collaborative tasks in the writing process. There are also different factors that influenced the successfulness of wiki collaborative tasks in helping students improve their writing.

#### Advantageous of wiki on writing process

1. Wiki can be used as a learning opportunity for students who relied too much on spelling and grammar feature in other program. The absence of spelling and grammar checker has made students more attentive and learn it over time.
2. One of the wiki capabilities is to keep any changes of the wiki documents as page history. As such, wiki can be used to show improvement of a writing piece, started from the first draft to the final draft.
3. Putting students writing piece on the wiki gave real audience for the students. As such, working on wiki gave incentive for some students to put more effort on their writing since they realized that other people would read their works.
4. Wiki collaborative tasks gave students different experience on writing process. Instead of working solitarily on their writing, they worked collaboratively in creating a better writing piece. Students learned to negotiate meaning, and also to give and take criticism and suggestions. They learned to use social skill to interact with peers in order to create a better writing piece.
5. Wiki gave teachers an opportunity to be more aware and more responsive to any development or problems that may arise during the writing process. In

turns, the teachers could create mini lessons to help students overcome the problems.

Disadvantageous of wiki on the writing process:

1. Wiki as an asynchronous communication tool required more planning on students and teachers as they work on the wiki document. In order to change anything on a wiki document, students had to take turns in modifying it.
2. Students have different personality and characteristics. Some students did not like sharing their writing piece on the wiki since they do not have enough confidence on their writing, and other students because of their opinion in their friends' English skill.
3. The absence of a sophisticated spelling and grammar checker in wikis could make students frustrated. Some students may need this feature as they are still learning on spelling and grammar.

Factors that influence the successfulness of wiki collaborative tasks in helping students creating a better writing piece:

1. Teachers played an important part in assuring the successfulness of wiki collaborative tasks. It required careful planning to ensure that students get meaningful and useful experience working on wiki during the writing process.
2. Students need to learn how to give and get constructive feedback and comments, or suggestions for their writing.
3. Hardware and software at school and at home have to support the use of wiki for writing. It is a must for every student to have internet connections to be able to access the wiki to maximize the collaboration between them.

## **Limitations of the Study**

The study was conducted during the 2<sup>nd</sup> and 3<sup>rd</sup> quarter of the year 2009-2010 at fifth grade. For this study, I worked together with Ms. Pellerin, the classroom teacher. Because of my teaching schedule, I could not be present at some activities during the teaching writing process. Even though it did not affect the findings, for future study I suggest that it would be more advantageous if the researcher could be present in all activities during the teaching writing process.

As a classroom action research, this study has limitations on generalizability of findings because the context will not be the same, but can be transferable to other contexts depending on the degree of its similarities (Lincoln & Guba, 1985 as cited in Jones, 2006). I provided a description of the participants, and a description of the context that consisted of the setting so that readers who are interested in applying the findings can determine the similarities to their own situation. Certain common themes emerged which should have general applicability in supporting the use of wiki as an innovative approach to teaching the writing process in an ESL writing class.

## **Implications for Further Research**

There are several directions to pursue for future research on using wikis for the writing process approach. The first area on which to focus additional research is the difference between the ESL students' characteristics, background, home country, and their effects on peer feedback and revisions. There are a few studies about ESL students' background that affect their learning behavior. Similar to the use of wiki for sharing and getting feedback, another study could be done to look for any distinct characteristics or backgrounds that make some students very enthusiast or reluctant in sharing their works.

## **Implications for Practice**

Technology can be helpful in giving students different learning experience. However, not all teachers are confident in working with technology to support students learning. Teachers usually work alone in planning and teaching, so that they are reluctant to collaborate with other teachers. Because issues of trust and confidence are a major concern for many teachers, as the technology specialist, I suggest that they should consider looking beyond the confines of their class and collaborating with other instructors in other departments. In this way, the students would have more opportunities to get assistance from two areas, the language and the technology. This use of wikis opens a window to easy access for participation. In addition to coordinating classes at school, a teacher could also consider collaborating with colleagues at other schools in the area, in other cities, and in other states or countries.

Wiki also offers secure workspace for students to post their works and to collaborate. Since wiki can be protected with passwords and usernames, not everybody can enter the wiki workspace. As teachers, by using wiki we can offer an opportunity for secure collaboration to our students to improve their learning in a safe way.

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