

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with two parts, namely conclusion and suggestion. The first part presents the conclusions derived from the study. The second part presents suggestion intended for the English teachers, the students and other researchers.

A. Conclusion

There are three main research questions to answer in this study namely to discover the types of written feedback, to elaborate the reasons of the teacher conducted the feedback and to describe the students' responses on the teacher's written feedback.

Based on the data and data analysis, conclusion are written as follows :

1. There are two differences of written feedback namely direct and indirect written feedback. Indirect written feedback was included coded indirect written feedback and un-coded indirect written feedback. From the data, it can be found that there were 102 written feedbacks from 16 students' writing recount text which consist of 69 direct feedbacks with 68 % and 33 un-coded indirect feedbacks with 32 % (17 % of coded indirect written feedback or it was found about 17 feedbacks in students' writing and 15 % for un-coded indirect written feedback or there was 16 feedbacks in students' writing).

From the data, it can be concluded that the teacher applied two kinds of written feedback but teacher mostly used direct feedback.

2. From the teacher's interview, it can be found that the reason why the teacher of SMK Swasta Dwiwarna Medan used direct written feedback mostly because the teacher taught by using direct written feedback the students can more easily understand the mistakes and it makes the students better on the next writing. It also can enrich the students' vocabularies and they can fix the mistakes easily.
3. From the students' interview, it can be concluded that the students' responses are they felt happy when they accepted the direct written feedback because they do not have to think again about the correct words from their mistakes and error. It makes the better writing for them. They also thought that the feedback from the teacher was important and it was really helpful for them to write kinds of genre later on. And if the students still got confused they will ask the teacher to discuss the correction anymore.

B. Suggestions

This part presents some suggestions that would hopefully give a new idea to provide better teaching and learning process. As discussed in chapter I, this study hopefully can give advantageous information both theoretically and practically.

1. For Teacher

- a. The teacher is expected to improve the techniques in giving feedback, so that the objectives of the English teaching program especially in writing can be achieved.

- b. The teacher is expected to provide a clear description of feedback on writing, especially how students perceive and interpret the feedback given.

2. For Students

- a. The students should be active in writing and revising their writings. They should really apply what have been written in the teacher's written feedback.
- b. The students should be cooperative in making their writings. It can be achieved by having either group consultation or face to face consultation with their teachers to revise their writings.

3. For other Researchers

- a. The results of this research are the teacher's written feedback and the reason of using those types of feedback. Therefore, it was suggested that other researchers can develop a relevant research that can be conducted in the future study. Or this research can be as an inspiration to conduct a similar study in a different field.