CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter displays the conclusion and suggestion of the current study. Herewith, the conclusions of findings derived from each research question is presented. Subsequently, some suggestion are made intended for the English teachers, the students, and other researchers.

A. Conclusion

From the data analysis and findings in the previous chapter, the conclusion of the concerned issues are drawn as followed:

According to the first research question of this study. It can be concluded that the CMC Feedback facilitate teacher to provide a more developed feedback or additional tool for teahing writing strategy. It is found that that the English teachers used CMC Feedback types, namely; Recast Feedback is provided explicitly by through reformulation, Metalinguistic Feedback is provided implicitly by giving linguistic information. From the result, it is found that Track changes feedback type outperform Metalingustic and Recast Feedback types. Track changes feedback may narrow the gap between explicit or implicit feedback because it can be provided in both ways. CMC Feedback types can provide revision or correction feedback through track chages and new comment tools based on several writing aspects as follow: Content, Structural Organization (Text and Sentence Level) Grammatical Accuracy Lexical Apppropriateness,

Spelling, Punctuation. It is also found that both teacher focused more on language form such grammar, vocabulary spelling and punctuation rather than written form like content or structure of text.

According to the second research question of this study. The statements regarding CMC Feedback implementation were investigated through interviewing the English teachers. It can be concluded that CMC Feedback has significant role as strategy to help enhance students narrative writing abiliy. Teachers may acknowledge students' prior knowledge through CMC Feedback and also monitor the progreess. Students revision are made easier by the opportunity to edit, add change their errors based on the linguistic input from the teacher. CMC Feedback that focuses on several writing aspect may increase the quality and quantity of feedback itself with the ability providing meaningful correction and direction. Moreover, the communication between teacher and students are faster and more genuine. The excitement of using technology in receiving feedback also increases students' motivation which result in higher potential to compose better writing. In regard with the 2013 Curriculum, CMC Feedback types is believed to help fullfill the competences in narrative genre that students must show their understanding of the topic and apply them in their writing.

B. Suggestions

Reflecting to the previous findings of this study. This part presents some suggestions that can be benefited theoretically and practically. The first suggestion is intended for the teachers, the second is for the students, the last is for other researchers.

1. To English Teachers

- Based on the first problem, in providing CMC Feedback, teacher should focus on both language form and written form, and also encourage students by giving appreciation for their effort such as praises or compliment through comment.

- Based on the second problem, teacher should consider how students will percieve and interpret the feedback they have been given. Paying attention to students' limitations and dominance is important as well.

2. To Students

- Based on first problem, students should be active in utilizing the CMC Feedback facility and employ the linguistic information made available through CMC Feedback.

- Based on second problem, students should be cooperative in finding and incorporating information to develop their writing, it may be achieved by having consultation with their teacher to revise their writing.

3. To Other Researchers

- Based on first problem, to be more detailed, other researcher may investigate which writing aspect is majorly improved through the implementation of CMC Feedback

- Based on second problem, to make it more satisfactory, other researcher may find out about the students' response toward CMC Feedback as teaching and learning strategy.