

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion were made by summarizing the research findings explained in the previous chapters. The suggestions were written for those who interacted and interested in students' responses to teacher's written corrective feedback.

5.1 Conclusion

From the findings in the previous chapter, the conclusion could be drawn as follow :

This research focuses on students affective responses (attitudinal response). It is a response based on emotions, attitudes, and a person's assessment of something. The indication of students' attitudinal responses is the students' inclination to respond positively or negatively to corrective feedback from teachers in foreign language writing. The responses were discovered by using open ended interview with 16 students. There were six questions and four variables asked to the students, such as students' difficulties in writing descriptive text (consisting of 1 question), students' opinion about the teacher's written corrective feedback (consisting of 3 questions), types of teacher's written corrective feedback (consisting of 1 question), and students' expectation to teacher's written corrective feedback (consisting of 1 question). Then, it was discovered that students gave positive response. They agreed the written corrective feedback being used by the teacher and They do want their writing errors being corrected by the teacher. It is in line

with Radeki and Swales (1988) statement, They believed feedback is important for teachers to provide since studies on students' attitudes towards feedback found that many students do want the errors in their writing to be corrected.

According to Ellis (2009), there are three types of written corrective feedback, such as direct, indirect and metalinguistic written corrective feedback. The English teacher of SMP Negeri 1 Tanjung Beringin only used direct and indirect written corrective feedback. In direct written corrective feedback, the teacher underlined, circled, crossed out and arrowed the writing errors made by students and inserted the right one above or near the errors. The teacher just circled and underlined the writing errors without provided the right linguistic form in indirect written corrective feedback. There were several writing errors which the teacher usually found in students' descriptive text writings including grammatical errors and mechanics of writing (word spelling, punctuation and capitalization).

5.2 Suggestion

After presenting the conclusion, the researcher explained the suggestion for those who will interact or have interacted with students' responses to teacher's written corrective feedback as below :

1. The students should be able to take lessons from what happened so that they can avoid the same mistakes in the future. Learning from mistakes is a good thing to do by continuing practice writing.
2. After reading the findings of this research, hopefully the teacher could provide type of written corrective feedback preferred by students. The mechanic of teacher's writing had to be improved as students' wish including the clarity of ink and the accuracy.
3. It is expected to next researchers to conduct reasearch on teacher's corrective feedback at different grade levels and learning topics.