

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the description and data analysis, the researcher draws the following conclusions based on observations of the implementation of teacher feedback on writing in teaching narrative text writing for class X of SMA N 7 Medan.

1. Teacher feedback is important in improving student writing skills, especially in narrative texts. based on Brown's theory (2012), feedback helps students realize their mistakes and correct them and contributes significantly to developing their English skills. Students consider feedback very helpful in improving and enhancing the quality of their writing.
2. Teachers use a structured approach to providing feedback by implementing five stages based on Lestari Ningsih's theory (2014): the Planning Phase, Collection and Processing Phase, Implementation Phase, Development Phase, and Monitoring and Evaluation Phase. This approach aims to understand students' needs, collect feedback, and adjust teaching methods dynamically to improve learning.
3. In the context of writing, teachers use two main types of feedback: corrective feedback and direct feedback. Corrective feedback helps students identify and correct errors in grammar, sentence structure, and other technical elements. In contrast, direct feedback provides clear and specific guidance on areas for improvement in their narrative texts. These two types of feedback complement

each other and work together to help students develop their narrative skills, improve the story's clarity and power, and create more engaging and effective narrative texts.

5.2 Suggestion

1. To the English Teacher

Teachers should ensure that each of the five stages of the feedback process is applied consistently. As the teacher explains, this help students understand the learning flow of their involvement in each stage. As explained, corrective feedback and direct feedback have complementary roles. Teachers should use both types of feedback equally. For example, after providing corrective feedback for grammatical errors, teachers can immediately provide direct feedback to direct students to correct unclear parts of the narrative text. Although direct feedback focuses on immediate correction without additional explanation, it is a good idea for teachers to provide a little explanation or context where necessary. This can help students understand the reasons behind the correction so that they can learn from their mistakes. Teachers should encourage students to self-reflect after receiving feedback. Students can be asked to write down what they learned from the feedback given and how they plan to improve their writing in the future. This way, teachers can be more effective in helping students improve their writing.

2. To the Students

Actively participate in writing activities and pay attention when the teacher is teaching in class. Students continue to practice so that they can improve their narrative writing skills. Provide feedback to the teacher regarding preferred learning

styles and areas that require additional support or resources. Discuss with peers if there is something that needs to be understood or can ask the teacher directly. When receiving feedback from the teacher, whether corrective or direct, students need to receive it with an open mind. Please do not view the feedback as criticism but as an opportunity to learn and improve their writing skills. After receiving feedback, take time to reflect on the mistakes or shortcomings found. Identify patterns of common mistakes and think about how to avoid them in the future. The feedback given by the teacher is not only to be known but also to be applied. Make sure to revise the writing according to the suggestions, whether in terms of grammar, sentence structure, or storyline. This will help strengthen understanding and improve the quality of writing. Do more than correct mistakes on one assignment. Apply what you learned from the feedback to subsequent assignments. This will help improve writing skills overall, not just one narrative text.

3. To Other Researchers

Build on this study's findings by conducting further investigations into the implementation of teacher writing feedback. Explore the factors that influence teachers' instructional decisions and their impact on student learning outcomes, including the role of institutional constraints and teacher beliefs. Investigate the effectiveness of different instructional strategies for improving English writing skills. Collaborate with practitioners to develop and evaluate innovative approaches to language teaching, drawing on insights from theoretical frameworks and classroom practices. Future researchers can provide additional information and comparisons relevant to this study.