

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter discusses two parts namely conclusions and suggestions this first part presents the conclusions obtained from the research.the second part presents suggestions aimed at teachers,students,and other researchers.

#### A. Conclusion

The purpose of this study is to find out the types of teacher feedback on student writing given by teacher and to find out the reasons for teachers to use these types of feedback on student writing of recount text in tenth grade students of SMA N 1 Medan.

Based on the findings and discussion in the previous chapter,the following conclusions can be drawn.

1. There are 5 types of feedback found in students' writing of recount texts in tenthgrade of SMA N 1 Medan. They were direct feedback,indirect feedback,focused feedback,unfocused feedback,and reformulation feedback. First,the teacher gave direct feedback by giving signs to indicate word errors such as circles,lines,and crosses then giving the correct form directly. Third, focused and unfocused feedback.Focused feedback was given with a percentage of 6% teacher provided focused feedback in this case the teacher corrected without limiting it to one or several specific types of errors to point out student errors such as completing the text, be careful when choosing verbs. Unfocused feedback has a percentage of 9% teacher

corrected students' writing throughout the text. This means that the teacher did not only focus on correcting verbs or spelling but also contains text and grammar. The fourth metalinguistic feedback has a percentage of 22% in this feedback the teacher gave corrections by paying attention to aspects of the language used by students including clarification of grammatical structures, vocabulary or proper language use.

Finally, reformulation feedback has a percentage of 17%. The teacher gave reformulation by adding clarity to the information and adding details to the student's writing by rewriting the correct sentence or paragraph by following the direct revision formula.

2. Feedback in recount text is realized according to Ellis (2000), the teacher focused on the criteria for a well-structured recount text, examined elements such as paragraph structure and language features. Teacher provided feedback directly and indirectly. Direct feedback involves the teacher identified errors and provided the correct form of correction to the student. Students' attention can be drawn towards errors by pointing out and locating errors in the text using techniques such as underlining or circling, or by indicating in the margin that there is an error in that line of text. Unfocused feedback means that the teacher corrects many types of errors. Students received feedback for several types of errors, not just one type of error. Metalinguistic feedback involves the teacher explicitly commenting to students on the mistakes they make. In reformulation feedback, the teacher gives correction by reading the student's writing and understanding the main

points of the story reconstructing the second language researcher's text to sound like a native speaker and retaining as much of the researcher's thoughts as possible. In other words, native speakers will help students rewrite their ideas.

## **B. Suggestions**

Based on the results of this study, some suggestions are proposed so that teachers can provide better corrective feedback to students in writing.

### **1. For the Teacher**

- a) Teachers are expected to improve the techniques in giving feedback, so that the objectives of English teaching program especially in writing can be achieved.
- b) Teachers should be more careful about word mistakes made by students. Because, sometimes there are some mistakes that do not provide feedback.
- c) Teachers are expected to provide a clear picture of feedback on writing, especially how students perceive and interpret the feedback given.

### **2. For the Students**

- a) Students should be cooperative in making their writing. They should really apply what has been written in the written feedback from the teacher.

b) Students should pay attention to the teacher's feedback and study it well.

Thus, students can understand their mistakes and do not feel disturbed when they have to revise their writing.

c) Students should actively write and revise their work to get better writing skills.

### 3. For Other Researchers

This study definitively shows that written feedback from teachers encourages and motivates students to revise their writing. Other researchers can examine the relationship between teachers' written feedback and students' improved writing.