

## 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 suggestions intended for the English teachers, the students, and other researchers.

#### A. Conclusion

There are two main research questions to answer in this study. The first research question is about the focuses of teacher written feedback in writing descriptive text and the purposes of teacher written feedback in writing descriptive text.

Based on the data and data analysis in the previous chapter, the following conclusions are drawn.

1. The focuses of teacher written feedback on students writing descriptive text are language form like grammar, vocabulary, and punctuation; and genre.
2. There are five purposes of teacher's feedback:
  - It provides information for both teacher and students.

The teacher got information about students' progress in writing included students' strengths and weaknesses in writing. While the students would know their writing ability, in what part they were already well and not so that they could

maximize their strengths and minimize their weaknesses. They could also know their error/mistake in writing as the teacher gave them written feedback in writing.

- It provides advice to the students.

When giving written feedback, the teacher gave a advice to make the students' writing better such as a advice was related to the students' error in writing. When the students made such kind of error, she provided them explanation and give the correct words or sentences.

- It provides students with language input.

The teacher was aware that her written feedback could be students' language input in which they could learn structure and vocabulary. In addition, they could learn how to use language to describe person or something. She used language that was slightly higher than the students' current language when giving written feedback to them.

- It motivates the students.

The teacher written feedback could motivate the students to maintain or improve their writing ability. The teacher also motivated the students to be confident to ask and not to be afraid in making mistake.

- It leads students toward autonomy.

The teacher hoped that by giving written feedback to the students again and again for many times would make the students to be autonomous learner as they already aware of their own mistakes.

## **B. Suggestions**

This part presents some suggestions that will hopefully give a new idea to provide better teaching and learning process in junior high school. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate learning process. The second is for students who are interested in improving their writing skill. The last is for further researches which can be done related to this study, particularly in the area of feedback in writing.

### **1. To English teachers**

1. In providing written feedback, the teacher should be able to cover six focuses. Focus on language form and genre is important, but the students writing can be better if the teacher also focus on text functions, content, creative expression, and the writing process.
2. Not only in the form correction, the teacher can improve their written feedback by giving praise or symbols on students writing.

### **2. To Students**

1. The students should active to write and revise their writing. They should really employ the teachers' written feedback.
2. The students should be cooperative in developing their writings. It can be achieved by incorporating other sources and by having conferences with their teachers to revise their writings.

### **3. To Other Researchers**

1. In this study, the researcher observed writing activities in just 3 times, because of the limited time. Other researchers may follow up this study in

a longer time in order to find more data so that the result will be more satisfactory and representative.

2. One of the results of this research is that teachers' written feedback encourages and motivates the students to revise their writings. Other researchers can also investigate the relationship of encouragement provided by teachers' written feedback and the improvement of students' writings.



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