CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A.   Conclusions

The aims of this study was to find out the types of teacher's written feedback in writing that given by the teacher for grade 10 in SMA YAPIM Taruna Sei Rotan and to find out the reasons of using the feedback and also to find out the students' response to the teacher's written feedback.

1. There were two differences of feedback, namely direct written feedback and indirect written feedback. Indirect written feedback was included coded indirect feedback and un-coded indirect feedback. In direct written feedback, there were 59 feedbacks with 52% from 15 students' writing. Meanwhile, there were 55 un-coded indirect feedbacks with 48% from 15 students' writing.

    From the data, it can be found that the teacher used direct written feedback and indirect written feedback, but the teacher mostly used direct written feedback because the teacher made the correct word above the wrong word. The teacher used direct feedback because it will be easier to the students understand about the correct word and did not think more about which one is correct and also they will be better on their next writing.

2. From the teacher's interview, it can be found that the reasons why the teacher of SMA YAPIM Taruna Sei Rotan using direct written feedback

because the students will know about their mistake easily and their writing will be better because they learn from the mistakes.

3. In students' interview, it can be found that the students felt happy when their teacher gave a correction to their writing. The students said that direct feedback was more effective than indirect feedback because when their teacher only gave a circle, they felt confuse about what is the correct word. Moreover, most of students mention that they read all of the written feedback that has given by the teacher to know which one was wrong or which one was right from their written. If they did not know about the correction, they will ask their teacher about it.

B.   Suggestions

Considering the conclusions above, some suggestions are presented in this part. As discussed in chapter I, this study hopefully can give advantageous information both theoretically and practically.

1. For teacher

    a. The teacher is expected to provide a clear description of feedback on writing, especially how students perceive and interpret the feedback given.

    b. The teacher is expected to improve their techniques in giving feedback, so that the objectives of the English teaching program especially in writing can be achieved.

2. For researchers

In this research only focused on types of teacher's written feedback that was used by English teacher, the reasons of using those types of feedback. Therefore, it was suggested that other researchers can develop a relevant research that can conduct this study.