

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This study was concerned with lecturers' feedback of students' writing in private university in Medan. Based on the research finding it can be concluded that:

1. There were two different feedbacks the lecturers applied in teaching writing in the classroom teaching process, they are: (1) Direct feedback (2) Indirect feedback.
2. The strategies of providing feedback are correcting explicitly, questioning metalinguistic, eliciting, recasting, repeating, requesting clarification, praising, judging, presuming, diverting, and confirming. There are four new strategies in writing class such as presuming question, judging, diverting, confirming and praising.
3. The underlying reasons of the lecturers' ways in teaching writing were due to seven reasons. Based on the finding, it is concluded that both of lecturers gave feedback because they helped to clarify what good writing was, to provide the correctness of the student writing, to encourage the students in writing, and promote positive motivational beliefs in teaching and learning writing activity.

5.2 Suggestion

Based on the conclusion above, the suggestions are given as following:

1. The lecturer should learn more detailed about direct and indirect feedback in teaching writing to enhance learning and improve student achievement.
2. The lecturers should be aware and specific in giving feedback and the open communication is a key of the strategy in providing feedback. The strategy feedback as hint should be kept away (presumption question, judging statement, and too much praise) because fortifying and obstructing the motivation for learning sustainability.
3. The lecturers should comprehend the reason why the feedback is needed and the students should be familiar and taught the specific feedback in teaching writing because feedback is powerful information to force students doing well in further learning without threatening their self-esteem.