CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with two parts namely conclusion and suggestion. The first part presents the conclusion derived from the study. The second part presents the suggestions intended for the teacher, the students, and other researchers.

A. Conclusions

Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

1. There were 5 types of feedback found on students' recount text by the teacher at grade eight of SMP Swasta Islam Azizi Medan. They were direct, indirect, focus, unfocused and reformulation. First, the teacher gave direct feedback by giving some signs to indicate their error words such as circle, line and crosswise then provide the correct form directly. The teacher also added the letters or words to make the clear sentence. Second, it was indirect feedback, he indicated the students' error exist without gac=ve the correct form. The third, teacher gave advice or comment could be the way to do focus feedback to show the mistakes of student such as complete the text, be careful when choose the verb. The fourth, the teacher corrected the students' writing whole of the text. It means the teacaher did not focus only correcting the verb or spelling but contains of the text and grammar also. The last, the teacher gave long line mark related to the students' error than

described in the bottom of the text by rewrite the right sentence or paragraph by following the formula direct + revision. It was reformulation.

2. The most dominant type of teacher's feedback was direct feedback. There was about 70% provided by teacher on students' recount text. The teacher's clearly indicated the error exist in the students' writing. Then the teacher put the right part or correct form to their error word directly. The teacher gave direct feedback by giving some signs to indicate their error words, such as circle, line, and crosswise then provide the correct form directly. Teacher also added the letters or words to make the clear sentence.

3. In giving feedback, the teacher has some processes such as the teacher provided feedback by only using line mark or circle, analyzing and responding students' recount text.

B. Suggestions

Based on the findings of this research, some suggestions are proposed to enable the teacher in providing better corrective feedback to the students' writing.

1. For the Teacher

   a. The teacher should provide the written feedback clearly to avoid students' miscommunications when they receive the result of their writing which provided corrective feedback. The students did not understand the feedback sometimes, so they did not know how to revise it.

b. The teacher also should provide oral feedback related the student's mistake in the next meeting after he gave the students' writing product. It can help the students more understand and would more notice about their writing's mistakes.

c. The teacher should be more careful about the error words made by students. Because, sometimes there was some error which not provided the feedback.

d. Teacher should more pay attention about the students writing. The some students made the same text with the other. Teacher might change the method of teaching learning to avoid the same thing in the future lesson.

2. For the Students

a. The students should be cooperative in developing their writing. The students can ask or consult with the teacher about their writing to minimize their mistakes in writing. It can be done after they receive the feedback also. Students should consult the teacher about the teacher's written feedback. When the students feel unclear about it, they should clarify it to the teacher to get the detail and correct information.

b. The students should pay attention related to the teacher's feedback and learn it well. So the student can understand about their mistakes and would not be disturbed when they revise their writing.

c. The students should be active to write and revise their work to get the better skills on writing.

3. For the other researchers

a. Some students stated that the teacher's written feedback is unclear sometimes. The other researcher can investigate about the most best and effective way in giving feedback by the teacher to improve their writing skills.

b. The students also argued that teacher's feedback can help them to know and learn their mistakes, so it can make them to revise their writing. So, the other researcher can investigate also the relationship of the relationship between teacher's feedback and their improvement and achievement of writing.

c. The other researcher can investigate the best way to avoid the same text in the students' writing, because there were so many same title and contains of students writing with each other.