CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the teacher's feedback in the students' text, and interview the teachers and students to find the realization in the previous chapter, it can be concluded as following :

1. Direct and indirect feedback strategies were applied by the English teacher in that school. In direct feedback, NK corrected the students' text by providing the correct linguistic form and dominantly used error correction. The teacher crossed out the error and gave the right answer above the error. In indirect feedback, the English teacher applied the strategy by making the indications of an error without providing the correct form. NK used diverse codes based on the students' error. The codes prompt the students to think and it will be used in long-term and can enhance the students' writing skill.

2. The English teacher realized the feedback strategies based on the theory. In direct feedback, NK inserted a missing word, and wrote the correct form. Meanwhile in indirect feedback, the English teacher realized the feedback strategy by using line, a circle, a code, a mark and a highlight. From the analysis, the teacher applied coded form. From the results of the teacher's interview, NK said she would give the two feedbacks alternately. Because these
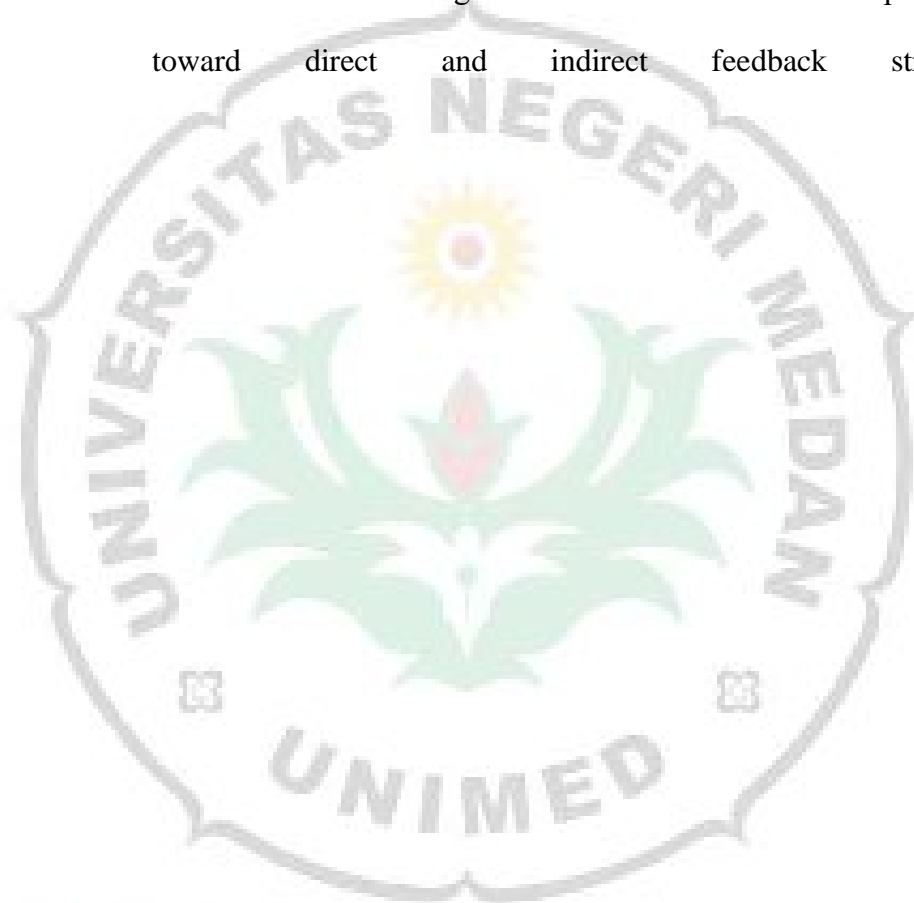
feedback strategies are very important. And the students felt these strategies were very helpful to improve their writing skill.

B. Suggestion

Based on the data findings and what this research intended to, it was suggested that :

1. For the English teacher should keep giving clear feedback in the students' writing, so that they can make a good paragraph or text. The English teacher needs to improve students' writing skill through giving feedback. The teacher should apply direct feedback by focus on a specific grammatical feature, so the learners get clear guidance to revise their writing. Then, the English teacher can use indirect feedback continuously in every writing assignment, but they should explain the meaning of codes in indirect to the students before giving the feedback. The teacher's feedback can give the effect in short period and also long period.

2. The students should improve their strategy on responding the teacher's written feedback by reading the feedback given by their teacher. They must learn from own mistakes so that they will not make the same mistakes. The students should be cooperative in developing their writing. It can be achieved by incorporating other sosurces and by having a consultation with their teacher to revise their writing.

3. For further researchers, this research has limited discussion which

only focuses on direct and indirect feedback strategies. These feedbacks in this study will be very useful as a reference to the teacher in giving the feedback in teaching English. Such as, other researchers can investigate the students and teachers' perception toward direct and indirect feedback strategies.