

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research used descriptive qualitative method to find out, the type of written feedback used by teachers on students' writing of recount texts and the reasons why teachers use a good written feedback on students' writing of recount texts in the eighth grade of SMP Negeri 3 Medan. In addition, the researcher would like to draw some conclusions after conducting the research to address the research problem. Based on the findings and discussion in the previous chapter, the following conclusions were drawn:

1. In answering the first problem, the researcher concluded that in giving Written Feedback, the teacher used the types of feedback, in the form of Content Feedback and Form Feedback, as important strategies in the learning process. In the first meeting, the teacher focuses more on Form Feedback by giving Direct Feedback, while in the second meeting, the teacher integrates Content Feedback, specifically Acknowledge Feedback and Praise Feedback, together with Form Feedback in the form of Direct Feedback.
2. To answer the second problem, the researcher concluded several reasons why teachers do Written Feedback to their students, namely: to improve students' understanding and enthusiasm, for students to understand the location of mistakes, to have a big positive influence on students, to give

students a clear understanding of the location of mistakes in their assignments, to provide positive encouragement, to help students to keep trying and explore their shortcomings to get better, to provide more detailed guidelines about their mistakes, to help students overcome their mistakes and continue to improve the learning process, to help students learn from mistakes, and to encourage their development towards future success, to help students understand the material, to improve their comprehension, and to create an environment where students feel valued and supported.

3.

#### **B. Suggestion**

From the results of the above research, the researcher would like to make the following suggestions:

1. For teachers, feedback as one of the important components in the teaching-learning process should be learned by teachers to make classroom interaction more effective. Feedback can also provide teachers to evaluate their responses to students. Feedback in writing in particular, can make students better understand their mistakes because they immediately know the answer without any doubt. Written feedback also makes teachers point out more about their mistakes. So, students can respond well directly if the teacher offers feedback.

2. For students, with the Written Feedback given by the teacher, it can make learning meaningful, make it easier for students to learn English, make them more enthusiastic in learning, students are more motivated and actively participate so that they can improve their learning abilities.
3. For other researchers, to be able to research Written Feedback more to explore the specific contexts in which the use of certain types of feedback can be more effective as well as explore the use of feedback at different educational levels or in specific subject.

