

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research used case study method to find out, the type of written feedback used by teachers on students' writing of report texts and the students' perspectives of written corrective feedback in English as a foreign language (EFL) classrooms. 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. Related to the first problem, the researcher concluded that in giving Written Feedback, the teacher used 3 types of feedback which are direct feedback (75%), indirect feedback (9%), and metalinguistic feedback (14%). Direct feedback becomes the most frequent feedback appeared in the students' writing as teacher claimed it as the best and easiest way to be understood by the students in order to avoid the upcoming mistakes. Meanwhile other types which did not appear was influenced by the insufficient enough of the time and the school's rules that did not support those types to be implemented in the classroom.
2. Related to the second problem, The researcher concluded several statements reflecting the students' positive perspectives on the teacher's written corrective feedback given on their writing. Despite analyzing six students' papers with different language acquisition levels, the results

showed that all students perceived the feedback positively. They were able to understand how to revise and improve their writing compared to their previous tasks. This indicates that the teacher's written feedback significantly contributed to the students' overall writing competence.

The feedback helped improve students' understanding and enthusiasm, making it clear where mistakes were located in their assignments. This clarity provided positive encouragement, motivating students to keep trying and explore their shortcomings to get better. Additionally, the feedback offered more detailed guidelines about their mistakes, assisting students in overcoming their errors and continuously improving their learning process.

Moreover, the feedback helped students learn from their mistakes, encouraging their development towards future success. It also helped them understand the material better, improving their comprehension. Ultimately, the feedback created an environment where students felt valued and supported, fostering their growth and confidence in their writing abilities..

5.2 Suggestion

From the research findings above, the researcher would like to provide the following suggestions:

1. For teachers, feedback must be considered as an important element in the teaching and learning process so that classroom interactions are more effective. Feedback can also help teachers measure their

reactions to students. Written comments in particular can help students better understand their mistakes, because they know the answer immediately and without hesitation. Written feedback also makes teachers more aware of their mistakes. This means that students can respond directly when the teacher provides feedback.

2. For students, written feedback from the teacher can make learning more meaningful, learning English becomes easier, makes students more enthusiastic about learning, students are more motivated and participate more actively, so they can improve their learning skills.
3. For other researchers, create an opportunities to further explore written feedback, examine specific contexts in which the use of certain types of feedback may be more effective, and examine the use of feedback at different levels of education or in specific subjects.

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