CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Upon completing the investigation, the researcher seeks to draw findings that will answer the research problem. In light of the facts and discourse presented in the preceding chapter, the subsequent conclusions were reached:

1. As stated by Ellis (2009), there are six types of written corrective feedback. In this research, five of six types were found in student's paper while writing in recount text. The most frequently types that was discovered in this study is direct feedback. It is claimed as the easiest way to give feedback which students can easily found where the wrong part and already changed to the correct part. Meanwhile, the least fourth types; indirect feedback, metalinguistic feedback, focused and unfocused feedback, and reformulation feedback have less frequent in this study because still rare in students' knowledge. For the types that could not found, electronic feedback because the school rules prohibited in using electronic things in school.

2. The implementation of peer written corrective feedback showed a good impact in learning process. It can be concluded based on the findings and discussion. The researcher found due to the observation and the answer from the questionnaire, the students feel more confident and motivated for giving feedback to each other. Students indicate their peer that they are qualified as a corrector. The application of this method of feedback could help the students in enhancing their writing skill, also their participation during learning process.

5.2 Suggestion

Following the acquisition of research findings on peer-written corrective criticism by EFL students in recount texts, the researcher endeavors to offer several recommendations:

1. For English educators, promoting student involvement by prompting them to see and rectify their own errors cultivates active learning and engagement. Additionally, written remedial feedback emphasized positive reinforcement to sustain students' drive and confidence in their writing skills. By implementing these tactics, educators can deliver constructive and supportive feedback that fosters students' writing development and boosts their learning abilities.

2. For students, peers play a crucial role in boosting skills during the learning process. Students could actively engage in the class during feedback sessions using peer-written corrective comments. The writing might be simplified to enhance pupils' awareness of their mistakes in subsequent assignments.

3. Future researchers intending to do the study may engage in more comprehensive research to ascertain the type and align it with the amount of education. Reading the researcher's investigation could enhance the subsequent learning process and contribute fresh knowledge.