

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn from the findings and discussion in Chapter IV, followed by suggestions directed at relevant parties. The conclusions directly respond to the three research questions of this study.

5.1. Conclusions

5.1.1. Types of Written Feedback Used by the Teachers

The analysis of 60 student recount text papers revealed that the two English teachers at grade X MAN 2 Model Medan used clearly different types of written feedback. Teacher 1 relied primarily on direct feedback, crossing out errors and writing the correct form directly on the paper, while Teacher 2 relied primarily on metalinguistic feedback, delivered through a color-coded system in which red marks indicated tense errors, blue marks indicated word choice errors, and green marks indicated minor spacing or vocabulary issues. Tense errors were the most frequently marked category for both teachers, reflecting the centrality of simple past tense as the key linguistic feature of recount text. In terms of coverage, Teacher 1 more often applied focused feedback, while Teacher 2 more often applied unfocused feedback. Overall, the study found that both direct and metalinguistic feedback types are present in the EFL writing classroom at MAN 2 Model Medan, with each teacher maintaining a clear, consistent approach across all papers analyzed.

5.1.2. How the Teachers Provide Written Feedback

Teacher 1 provides direct feedback by crossing out each erroneous word and writing the correct form clearly above or beside it on the student's paper. Past tense errors are her primary focus, and she additionally uses indirect feedback, circling errors without correction, for spelling mistakes when the coverage is unfocused. After returning the papers to students, she discusses the most common errors with the whole class and requires students to revise their writing based on the corrections received.

Teacher 2 provides metalinguistic feedback through a color-coded system established with students at the beginning of the semester. She draws colored boxes or underlines around erroneous words and phrases, using red for tense errors, blue for word choice errors, green for minor errors, and black for punctuation, without writing the correct form anywhere on the paper. Students are expected to interpret the color of each mark and self-correct accordingly. In class, Teacher 2 first explains common errors to the whole group before distributing individual papers, provides additional individual explanation for the weakest students, and sends revision reminders through the class WhatsApp group before the next meeting.

5.1.3. Why the Teachers Use These Types of Feedback

Teacher 1 chooses direct feedback for four main reasons: the relatively low proficiency level of her students, who need clear and concrete guidance; the clarity of side-by-side error and correction that direct feedback provides; her accumulated teaching experience, which reinforced her belief that direct correction produces visible improvement; and time and class-size constraints, which make direct

correction an efficient option as it reduces the need for follow-up clarification.

Teacher 2 uses metalinguistic feedback for four main reasons: the visual hierarchy of the color system, which helps students identify and prioritize different error types; her intention to encourage student independence and self-editing skills; the influence of workshops and professional development activities that introduced her to student-centered correction approaches; and the practical need to manage a large class efficiently while still delivering meaningful, category-specific feedback.

5.2. Suggestions

Based on the findings and conclusions of this study, the following suggestions are provided for English teachers, students, the school, and future researchers.

5.2.1 For English Teachers

Teachers may want to use both direct and metalinguistic feedback instead of relying on just one type. It also helps to have a consistent routine, such as discussing common mistakes in class and asking students to revise their work afterward.

5.2.2 For Students

Students can use written feedback as a learning tool by reading corrections closely, revising their work carefully, and keeping track of which mistakes occur often so they can monitor their own progress over time.

5.2.3 For the School

The school should offer regular training on written feedback strategies and ensure teachers have enough time to prepare, so that the quality of feedback remains high.

5.2.4 For Future Researchers

Future researchers should consider including students' perspectives on feedback, conducting longitudinal studies to observe how writing improves over time, and involving more teachers and schools to obtain broader and more generalizable results.

