CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1 Conclusions

The aims of this study are to identify whether the use of technology-mediated corrective feedback media improves student writing accuracy, the differences between the use of Showbie and Google Docs, and students' perception towards it. Therefore, there are some points to conclude drawn based on the findings and discussions in chapter IV.

First, the results in this study found out that the use of technology-mediated corrective feedback improves student writing accuracy. It can be concluded from the result of students' writing from the first draft to final draft. All of the students (60 students) showed improvements in their second draft and the errors occurrences were significantly decreased. In the final draft, however, 9 of 60 students were not able to revise all the errors correctly based on the feedback given.

Second, technology-mediated corrective feedback can be used in any media such as Showbie and Google Docs. It was shown by the little difference of the mean scores of errors occurrences in students' writing. This means that any media used to provide feedback could improve students' writing accuracy, especially when providing them indirect corrective feedback, as applied in this study.

Third, the students responded positively by using Showbie or Google Docs in the feedback provision. Students believe that written corrective feedback using Showbie and Google Docs was beneficial and helpful because it could increase students' self-confidence in writing, and improve their writing accuracy.

Furthermore, the students perceived that both media had unique features that were impactful to improve their writing accuracy. They also preferred to use Showbie or Google Docs compared to the regular media or platform they use in daily classroom activities. It was supported by the ease they experienced because almost all of them had no difficulties during the process of writing using those media.

5.1 Recommendations

Concerning the limited scale and time of this study, there are several recommendations for further research, which aims to investigate the same issues related to the use of technology-mediated corrective feedback. The recommendations were explained below.

First, for English Language teachers, this study presented that the use of technology-mediated corrective feedback improves student writing accuracy. In addition, students also respond positively towards the use of Showbie and Google Docs. Thus, implementing technology in the teaching-learning activities, especially in providing written corrective feedback, is beneficial both for teachers and students.

Secondly, for future researchers interested in the same field, it would be better to extend the types of corrective feedback using different features provided in the other technology-mediated corrective media. In this study, the type of written corrective feedback applied was indirect corrective feedback, and two media were used: Showbie and Google Docs. It is better for future research to dig deeper by providing more than one type of feedback and using a variety of features in different e-feedback media or learning management systems to find out the best features and types of feedback that are effective for students and teachers.

Besides that, the focus of feedback given in this study was only on article, preposition, and punctuation. Hence, the measurement of students' scores was only based on those three focuses, so it would be better if further study considered the other grammatical features, sentence structures, and the cohesion as well as coherence of the text to get more comprehensive data.