

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

5.1 Introduction

This final chapter outlines the conclusions, limitations, and recommendations of the study. In the conclusion section, the major findings of the research are presented in terms of each research question. In the limitation section, the weaknesses of the study are presented. In the recommendation section, the suggestions are given for classroom practice and future studies on multiple interaction activities.

5.2 Conclusions

This study investigates the teacher's written feedback on both high and low achievers' writing, encompassing the teacher's focus and strategies in giving the written feedback and the students' preferences for these aspects. From the findings, as presented in Chapter IV, four conclusions can be drawn.

The first conclusion is that the teacher put high emphasis on form-focused feedback, particularly *grammar*, when providing the written feedback for the two groups of the students while she also paid attention to the content of their writing. For the high achievers, the teacher mainly focused on *verb tense*. Meanwhile, for the low achievers, the teacher focus was distributed evenly to *verb tense*, *verb form*, and *subject-verb agreement*. However, the focus on the form is problematic since the significance of the writing is how to express ideas and develop the content of the paragraph, not to assure the formal features of the writing.

The second conclusion is that the indirect feedback strategy, especially symbols and codes, was more frequently employed by the teacher when providing the feedback for the two groups of the students. However, the findings also show that the teacher was not consistent in the use of the codes due to her lack of experience in implementing the codes.

The third conclusion is that the high and low achievers preferred form-focused feedback to content-focused feedback, especially grammar, which matched to the teacher's main focus in giving the written feedback. This

preference was influenced by the students' confusion to differentiate between the different *verb tenses* which were not found in *Bahasa Indonesia*.

The fourth conclusion is that both high and low achievers preferred the indirect feedback strategy to the direct one, particularly symbols, which matched to the most frequently used strategy by the teacher in giving the written feedback. This preference was urged by their arguments that the indirect feedback encouraged them to be problem solvers contributing to long-term benefit of learning. However, the findings reveal that the students were dissatisfied with the use of the codes because they were confusing and easy to forget due to a large number of the codes.

Based on the conclusions above, it is clear that there was no difference in the teacher's main focus and strategy in giving the written feedback between high and low achievers. Moreover, the two groups of the students showed the same preferences for the focus and strategy that should be employed by the teacher.

4.1 Limitations of the Study

This study is limited to two aspects. One limitation of the study has been the small number of the participants in this research due to the complexity of the analyses. In this study, the participants were only nine students which were categorized into high and low achievers which affected the validity of the inferences. The inferences will be more valid, and the results will be able to be generalized if the number of the participant increases.

Another limitation has been the absence of crosscheck of data analyses to peers. The data analyses were done by the researcher herself which allowed for the possibility of wrong analyses. The credibility of the analyses will be more acceptable if they were done by more than one person.

5.3 Recommendations

Based on the findings of this study, recommendations for the classroom practice and the future studies are provided. For the classroom practice, two

recommendations are given. First, although the teacher has been over-emphasizing form-focused feedback, it is important for the teacher to focus on what mostly contributes to the development of the students' writing skills. In this case, the teacher should focus on the content in preliminary drafts before switching to the form on the later drafts. This is because the main aim of writing is to state the ideas clearly. Moreover, the early attention to the form obstructs the students' capability to develop the content of their compositions as they only focus on correcting their errors. Furthermore, there is a possibility to change the content of the essays which makes the grammatical correction useless.

Second, due to the teacher's inconsistency in applying the codes and the students' difficulty in understanding the codes, the teacher is suggested to reduce the number of codes and concern with the specific error patterns, explicitly teach the abbreviations and their meanings to the students, and consistently implement the codes from the very beginning of the writing class. Therefore, it will facilitate long-term benefit of learning.

Third, the teacher needs to tell the students the rationales of the focus and strategy of her written feedback in order that they will not feel that one focus or strategy is better than the other. Hence, they will prefer for the focus and strategy which contribute to the development of their writing skills.

Fourth, the teacher needs to know the students' levels of ability, the implementation of the written feedback, and the effects of the feedback on the students' writing. Thus, the focus and strategies should be adjusted based on these aspects.

For the future studies, four recommendations are given. First, it is important for the future research to have a larger number of participants in order the research to be able to be generalized. Second, it is suggested for the next researchers to have peer crosscheck in order to increase the credibility of the research. Third, future longitudinal studies are needed to find out how the students incorporate the teacher's written feedback into their revisions to produce better quality in writing.

Fourth, the future studies are necessary to examine the relationship between the students' preferences for the teacher's written feedback practices and what kinds of improvement they made in revisions.