

CHAPTER V

CONCLUSION and RECOMMENDATIONS

This chapter describes the conclusion to the study. It covers the statement of Research questions and purposes, conclusions to the study, highlighting the findings and implication, limitations recommendation for future research.

5.1 Research Questions and Purposes

As stated in chapter I, this study was conducted in order to answer the following research questions:

1. To what extent does of the use of annotation feedback in Edmodo affect the students' procedural text?
2. What are the students' attitudes toward the use of Edmodo for feature annotation feedback?

Further, the study was carried out in order to attain the following purposes: (1) To find out to what extent the students' improvement can be achieved through the utilization of annotation feedback in Edmodo for their procedure text; (2) To investigate students' attitudes toward the use of Edmodo in learning process.

5.2 Conclusion

The results of this study can be used to inform teachers and researchers interested in applying or investigating teacher annotation feedback in social media, including written indirect feedback with corrective comments, as used in this study. The findings of this study indicates that teacher written indirect feedback can be provided by using readily available technology such as Edmodo and word processing software as editing and revising tools as electronic delivery medium, in addition to the traditional pen-and-paper approach. This study suggests that

teacher written indirect feedback can be applicable in different learning environments, not only in face-to-face but also in blended-learning and distance learning environments. However, it should be advised that providing teacher written corrective feedback is a laborious process, especially in large classes, demanding teacher's dedication and passion for the success of student learning. When deciding to provide teacher written corrective feedback using technology at a distance, careful planning should be made far in advance accompanied with backup strategies in case the process does not go as it is planned. This provides an opportunity and a challenge for instructional designers and instructional technologists to come up with sound and reasonable solutions to accommodate student's need for teacher's indirect feedback and to facilitate teachers in providing indirect feedback.

5.3 Limitation of the Study

This present study is limited in some ways. First, this is limited in terms of content and time. As mention in chapter three, this study was conducted only in the college students' classroom. Therefore, the result cannot be generalized to other contexts.

This study is also limited in terms of content coverage for it only focuses on teacher's indirect feedback in using annotation in Edmodo for education. In this case other types of feedback have not been covered by this present study. Finally, the empirical study result is also considered as limitation to the study. The result of this study cannot be used to claim whether the use of annotation in Edmodo for education is beneficial for writing since this study only provides conjectures of the benefit of annotation feedback on students' procedure text.

5.4 Recommendations

This study suggests that further research is carried out in the context of application of different strategies for teacher in using Edmodo features, and

different types of feedback in improving the students' writing in terms of grammatical accuracy and writing quality in general. In the present study, both Edmodo's features and Microsoft Word's comment and track changes features were used as a tool to provide teacher written indirect feedback on students' text used as a medium to deliver the feedback from the teacher. Additional research focusing more on the use of other Edmodo's features of word processing software and email, electronic discussion groups and message boards, social networking sites and blogs, as feedback tools and media may be needed to determine their effectiveness in facilitating teacher feedback for learners in various learning environments including face-to-face, or distance learning. As the findings of this study showed that there were significant differences among the fourth of students' text during the revisions.

Last but not least, the present study used indirect comments approach in providing feedback and was focused on the use of content, organization, good vocabulary, language use, mechanics. Additional research may be needed in regards to the extent of explicitness and deeper analyses of students' writing.