

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions in detail. This chapter consists of two sections, the first is conclusion and the second is suggestions section.

#### 5.1 Conclusions

In line with the research question, there are two main conclusions about the use of teacher indirect feedback in teaching writing. First, teacher feedback by using indirect feedback strategy could improve students' ability in writing recount text. This was evidenced by the statistical computation of t-test by using SPSS 21.0 for Windows. Based on independent t-test of last draft scores that was the sig.1 tailed was lower than the  $\alpha$  ( $0.006 < 0.025$ ). It means that the null hypothesis was rejected. In other words, there was a significant difference between students' last draft scores in the experimental group and control group. In addition, the result of normalized gain proved that the improvement score in the experimental group was higher than the control group. It means that teacher feedback had significant effect in improving students' ability in writing recount text.

Second, the data from questionnaires analysis revealed that students showed positive response toward the use of teacher indirect feedback. The result of questionnaires shows that most of the students agreed that teacher indirect feedback has some advantages. First, teacher indirect feedback technique made them more aware with the error or mistake that they had done. Second, teacher indirect feedback could help them to make their text better. Third, teacher indirect feedback could improve their self-confidence in writing. The last, teacher indirect feedback could improve their writing.

## **5.2 Suggestions**

Some suggestions from the findings are addressed to English teachers and future researcher. There are several recommendations for English teachers who are interested in using teacher indirect feedback in teaching and for researcher who are interested in the same field.

First, to English teachers, teachers need to know the characteristics of the students which can be used as the considerations for choosing strategies of providing feedback to the students in order to make them understand about what they have to do to their writing. Second, teachers are recommended to manage the time effectively to make it efficient. Third, it is suggested that teachers should pay more attention to the low achiever students. Therefore, all of the students can comprehend the feedback, thus giving benefits for them.

There are also some suggestions for future researchers who are interested in the same field. For further researchers who want to use teacher indirect feedback, firstly, it should be better to dig deeper each strategy applied by the teacher in this study and the effect of it for the students. Secondly, it would be better to use the time effectively in order to maximize the learning process. Further, researchers are advised to use different strategies in giving feedback to make it more interesting and also to use teacher indirect feedback not only in recount text but also in other genres.

## **5.3 Concluding Remarks**

This chapter has clarified the conclusion of the research and suggestions for further research. The next section will elaborate the appendices related to the present study.