

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is the last chapter of the study. It consists of both the conclusions of the study and the suggestions. They are presented based on the findings and discussions in the previous chapter.

5.1 Conclusions

The aim of the study is to reveal the extent to which the teachers' feedback on students' recount texts enhances the students' writing performances. The present study has answered the research question.

Generally, teachers' feedback has been found to be changeable and uncertain. Moreover, it is seen that the teachers tend to be inconsistent in providing feedback to their students recount texts. Though teachers' feedback is inconsistent, the students gain benefit for their writing enhancements. Teachers' feedback gives benefit that it provides students with explicit or implicit supervision about how to revise their mistakes. Teachers' feedback is categorized as a good feedback if it helps students to seek their own mistakes and helps them to understand how to revise the mistakes. Feedback is accepted if it is understandable by the students. Furthermore, students were capable in revising their mistakes by themselves since they are engaged in a more thoughtful form of language improvements. It is obviously seen that teachers tend to give feedback in grammatical constructions and put away other aspects of the writing.

Besides, it is viewed that students responded to teachers' feedback positively. Students said that feedback helps them to know where their mistakes and helps them to understand their mistakes. It also helps to enrich the knowledge they had. Moreover, students really need feedback, since they cannot revise their mistakes alone.

In Summary, the teachers' feedback enhances students' writing performances. The enhancement is that students can make better writing since feedback helped them to know where their mistakes are, to understand the correct forms and to know how to revise the mistakes. It

shows a significant result in multiple-drafts that students made. Moreover, students also responded positively to teachers' feedback, since they really needed feedback for their enhancements.

5.2 Suggestions

In regard to the limited time and scale that the researcher had, there are some suggestions that can be offered for future research. The suggestions of the research are mentioned in the following elaborations.

To English teachers, there are several suggestions in providing feedback to the students. First, teachers need to consider their student levels in providing feedback. They need to know the best strategies in providing feedback to different students. It is also suggested that teachers have to be knowledgeable about content of the feedback target and every aspect of writing. In addition, they have to be competent on how to provide good feedback and they have to be consistent in providing it. Therefore, it helps students to understand easily about feedback given and it will empower students to produce better writings. Moreover, it is also suggested that teachers need to provide feedback in the content-level feedback since there are three characteristics in writing a good text or paragraph, namely: coherence, cohesion, and unity. Those characteristics are not just about grammar. Further, teachers also need to provide comment as a support or additional feedback. It is essential to increase students' language by writing comments in language at a level slightly higher than the students' own existing language use.

To school management, it is suggested to held a training in order to improve teachers' skill in providing good feedback. Moreover, school management is better to evaluate teachers' performances in giving feedback on every month.

To future researchers, they need to consider the teachers that will be involved, since teacher is the main subject in the research. Further, it also needs to choose the appropriate and limited time for each teacher to conduct the process of writing. It is needed, since in the drafting step, the teacher tended to revise students' texts without any limited time. Moreover, the further researcher should find other strategies in analyzing teachers' feedback. In addition, it will be better to supply the data by conducting class observation rather than conducting document collections and interview only.

