CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This last chapter explains the interpretation toward the result of the research. The conclusion and suggestion in this chapter are expected to give benefits and inputs for the readers who want to know more about feedback or intended to do a research in the same field.

5.1 Conclusions

This research already discussed some theories related to indirect feedback, grammatical error, and analytical exposition text. This research also found that there are significance differences in the number of grammatical errors between students who received indirect feedback and the students who received no feedback. One way ANOVA was used to find out the significance level of students' grammatical errors before and after treatment was given.

Before indirect feedback was applied as a treatment on students' writing, the level of significance in the students' grammatical error number is .118 or > 0.05. It means that there is no significance difference in the number of grammatical errors between students in control and experimental groups. However, after indirect feedback was applied as treatment, ANOVA test shown that the level of significance in students' grammatical errors number is .000 or < 0.05. It means that there is significance difference in the number of grammatical errors between students in control and experimental groups.

In addition, from the questionnaire result, students' responses toward the use of indirect feedback are positive and negative, however most of students give positive response (90.89%) toward the treatment given, and the rest of students show negative response (9.11%). According to the questionnaire result, most of students agree that writing is very important skill to be mastered. However, half of them had some difficulties in writing and about 80% of them agree that grammar is difficult aspect on writing. Then, after indirect feedback was applied as

treatment most of them more confident to write in English because their writing were given feedback by the teacher, so they know what kind of grammatical errors which occur on their writing, and they learn more about these grammatical errors to avoid the same mistake. Therefore, indirect feedback can reduce the number of students' grammatical errors in writing an analytical exposition text.

5.2 Suggestions

The main point of this research is to find out the use of indirect feedback to reduce grammatical errors made by students in writing an analytical exposition. This research is expected to be a reference for anyone who wants to know more about written corrective feedback using indirect feedback strategy and how to apply the indirect feedback on writing. In addition, for those who are interested in doing the research in the same field, there are several suggestions in doing the research.

First, decide the focus of research, what types and strategy of feedback that will be implemented in the research. Second, make a clear schedule to conduct the research, because the steps and process of giving feedback takes time and are very important to keep the data on each process. Third, use appropriate methods to achieve the aims of the research. Meanwhile, for those who interested in applying indirect feedback on students' writing, there are some suggestions before applying this treatment. First, determine what kind of errors that will become the focus of feedback. Second, make sure that all students' can understand the feedback given, for example using particular color or symbol to mark particular errors, and use it consistently