

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the research conclusion and suggestions as the result of this study. This chapter consists of two sections, the first section is conclusion and the second is suggestion.

5.1 Conclusions

In line with the research question, there are two conclusions made in this research. First, the two types of teacher electronic feedback technique are able to improve students' writing quality. In details, teacher feedback through the comment function on the students' essay in the form of a word-processed text sent by email and followed by online discussion technique is making a significant improvement to students writing quality. Second, teacher electronic feedback technique was positively responded by the students. The elaboration of each point is given below.

First, teacher electronic feedback technique has been proven to be able to improve students' skill in writing descriptive text. This result was supported statistically by the one way ANOVA computation in the post test scores since the score of experimental group1 and 2 improved significantly. Furthermore, based on the calculation of three paired t test, it shows that the experimental group 2 was gaining the highest improvement before and after the treatment.

Second, from the interview analysis, it was found that students gave positive attitudes toward the use of teacher electronic feedback technique in writing descriptive text. The result of the interview shows that most of the students agreed that teacher electronic feedback technique made them more aware with the error or mistakes that they made in their writing, the correction given by teacher help them in revising their writing, and teacher electronic feedback technique improves their writing quality. However, some students also reported several issues regarding the use of technology in their writing class. The issue covers the practical problem in opening *Edmodo* platform which resulted students' lack of interest

joining the online discussion session. This issue somehow reduces the benefit of teacher electronic feedback.

5.2 Suggestions

There are several suggestions which can be recommendations for other studies in the presents. These suggestions will be focused on two parts, suggestion for English teacher and for further researchers who are interested in this topic related with teacher electronic feedback technique.

In view of the positive results of the study, the researcher advises teachers touse teacher electronic feedback technique in their writing classrooms because the benefits areconsiderable for senior high school students. Although conducting teacher electronic feedback is notwithout problems, the time and effort required for decreasing difficulties areworth expending. Experience reveals that students somehow not ready with the equipment to finally maximize the benefit of teacher electronic feedback.

To ensure success, the teacher could bring the advantages inherent in teacher electronic feedback sessions to the awareness of the students by explicitly integrating the teacher electronic feedback session to teach not only writing but also other language skills. When conducting the sessions, it is also advisable for the teacher to vary some of the components of the sessions from time to time, for example, by changing the text types to be written and discussed by students. Teacher may also start to use *Edmodo* platform more often and make the schedule of day and time for all students to open their computer and participate in the discussion. Make it as an obligation and give rewards for those who actively participated in online discussion as it will reduce students' laziness in joining *Edmodo*.

The are also some suggestions for further researchers who are interested to investigate the use of teacher electronic feedback technique. First, for further researcher who wants to use this kind of technique, it would be better to plan and manage the time allocation effectively to optimize the learning process. Second, researcher should prepare to make sure all the students get their equipment before applying the teacher electronic feedback technique. Third, researchers are recommended to use this teacher electronic feedback technique not only in

descriptive text but also in other genres. Lastly, further researchers are recommended to use this technique to improve students writing in another aspect not only in language use aspect of writing.