

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is the final chapter of the study composing two parts. The first part puts forward conclusions based on the findings and discussions in the Chapter IV. The second part puts forward suggestions expected to give benefits and meaningful input generally for the readers who are interested in teacher's written feedback.

5.1 Conclusions

The aims of the study is to find out the teacher's written feedback on students' writing, encompassing the teacher's strategies in giving the written feedback on students' writing and the students' responses to teacher's written feedback. The present study has answered the research questions.

The conclusions have been drawn based on the findings and discussions in the chapter IV. Teacher's written feedback on students' writing has been found to be changeable and uncertain. Moreover, it is seen that the teacher tends to be consistent in giving written feedback to his students' writing. Though, teacher's written feedback is consistent, the students gain benefit from their writing enhancements. Teacher's written feedback gives benefit that it provides students with direct or indirect feedback about how to revise their mistakes on their writing. Teacher's written feedback is categorized as a good feedback if it helps students to seek their own mistakes and help them to understand how to revise their mistakes. Feedback also accepted if it is understand by the students.

Meanwhile, based on the strategies of feedback, the teacher utilized both of them, including direct and indirect feedback strategies in providing feedback on students' writing. First, according to the direct feedback strategy, the teacher used *whole class conference* in providing feedback to students. It was usually done by giving the students direct explanation orally and written forms in front of the class

by telling them the mistakes first, then gave the reason and also the solution of what and how to revise it. Then, the teacher also gave direct feedback on students'

writing based on the types of direct feedback, including *insertion*, *deletion*, *substitution* and *reformation*. From these types of direct feedback *insertion* was most frequently employed by the teacher when providing direct feedback on the students' writing.

Second, based on the indirect feedback strategy, the teacher gave *commentary* and *symbols* in providing feedback on students' writing. The *commentary* was regarded to the types, these are; *making a suggestion/request* and *comment on students' grammar/mechanics* errors. Then, the teacher also gave a word grade on students' writing after commentary feedback was given by the teacher. The teacher gave a word grades on students' writing, including, *very good*, *good*, and *good enough*. Meanwhile, symbols were given by the teacher to indicate different kinds of students' mistakes in writing including, grammatical, mechanics, spelling and vocabulary.

Regard in the indirect feedback, symbols was more frequently employed by the teacher when providing the feedback on students' writing. However, the findings also show that the teacher was not consistent in the use of symbols due to his lack of experience in implementing the symbols. Those symbols were included underlining, circles, arrows and cross symbols.

Based on those strategies of feedback given, it was indicated that the teacher believed that feedback is needed for students' writing and it should be given to all students. This is basically in line with Lewis (2000) who stated that feedback, written or spoken is beneficial and meaningful for students to enhance the student's language input. Thus, the teacher kept providing feedback for the students' writing.

Besides, it is viewed that students responded to teacher's feedback positively and negatively. Students said that they need feedback from the teacher and feedback is also important and help them to know their mistakes and also help them to understand their mistakes. Yet, there are some students responded to the teacher's indirect strategy, particularly in using symbols, which matched to the most frequently used strategy by the teacher in giving written feedback. This response was urged by their arguments that the indirect feedback encouraged them

to be problem solvers contributing to long-term benefit of learning. However, some students were dissatisfied with the use of the symbols because sometimes they were confusing and easy to forget due to a large number of the symbols.

In summary, based on the conclusions above, it is clear that teacher's feedback help students' writing improvement since feedback from the teacher helped them to know their mistakes and understand the correct forms and to know how to revise it. Moreover, all of the students responded positively to teacher's feedback. Generally, there was no difference in the teacher's strategy in giving the written feedback on students' writing.

5.2 Recommendations

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

To English teacher, there are several suggestion in providing feedback to the students. The teacher needs to know exactly what the students really need for their writing. After knowing what students' need, the teacher needs to know the characteristics of the students, which can be used as considerations for choosing strategies in providing feedback to the students in order to make them understand about what they have to do to their 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 well about the feedback given by the teacher and it will make students' writing better. Not only that, the teacher also should pay more attention to the low achiever students in his/her class. They need to give them more feedback about their mistakes and what they have to do to revise it.

There are also some suggestions for the future research who are interested in the same field. They need to consider the teachers that will be involved, since the teacher is the main subject in the study. Moreover, to further researcher, it would be better to dig deeper each strategy of feedback applied by the teacher in this study and the effect of feedback strategies for the students.

