

CHAPTER V

CONCLUSION 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 Conclusion

This research discussed some theories related to indirect feedback, grammatical errors and analytical narrative. This research revealed that are significance differences in the number of grammatical errors between students who received indirect corrective 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 0.118 or > 0.05 . It means that there is no significance difference in the number of grammatical errors between students in control and experiment groups. However, after indirect corrective feedback was applied as treatment, ANOVA test shown that the level of significance in students' grammatical errors number is $0.00 > 0.05$. It means that there is a significance difference in the number of grammatical errors between students in control group and experimental groups.

In addition, from the questionnaire result, students; responses toward the use of indirect corrective feedback are positive and negative, however most of students give positive response 96% toward the treatment given, and the rest of students show negative response 4%. According to the questionnaire result, most of students agree that writing is very important skill to be mastered. However, half of them have some difficulties in writing and about 60% of them agree that grammar is difficult aspect on writing. Then, after indirect corrective feedback

was applied as treatment most of them more confident to write in English because their writings were given feedback by 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 corrective feedback can reduce the mistake of students' grammatical errors in writing narrative text.

5.2 Suggestions

The main point of this research is to find out the use indirect corrective feedback to improve writing skill in writing narrative text. This research is expected to be reference for anyone who wants to know more about written corrective feedback using indirect corrective feedback strategy and how to apply the indirect corrective 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 take 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 are interested in applying indirect corrective 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.