

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the study and some recommendations. The conclusions are drawn based on the results of data analysis that have been explored in the previous chapter, as presented in Section 5.1. In addition, this study also proposes some practical recommendations for those involved in the educational processes as well as methodological recommendations for further research, as presented in Section 5.2.

5.1 Conclusions

As has been mentioned, the present study seeks to investigate (1) how the teacher provides feedback on the students' writing and (2) how the students respond to the teacher feedback on their writing. The conclusions regarding the study can be drawn as follows.

In relation to the first research problem, the teacher feedback on the students' writing can be discussed into two matters, namely the focus of feedback and kinds of feedback. With regard to the focus of feedback, it is indicated that the teacher provided the students with form-focused feedback and content-focused feedback on their writing, yet form-focused feedback was given more frequently, especially on grammar. With regard to the kinds of feedback, the teacher provided the students with direct feedback, indirect feedback, marginal feedback, and endnote feedback on their writing. In terms of explicitness, direct feedback was the most often feedback used by the teacher, to be followed by indirect feedback. Meanwhile, in terms of location, marginal feedback was given more frequently than endnote feedback. All these kinds of feedback were specifically given by the teacher to indicate the students' errors on their writing.

In respect of the second research problem, it is found that the students valued feedback provided by the teacher on their writing. They argued that the teacher feedback created their awareness of the errors they had made, which led to the necessary revision to improve their writing skills. The students also expected that the teacher paid attention to the content of their writing as thoroughly as she did on the form. In other words, they wanted to receive balanced feedback across all aspects of their writing on both the form and content. Additionally, most of the students proposed that they preferred to get coded indirect feedback than direct feedback, in which the teacher gave them some clues to rectify their errors. In this study, the clues were not abbreviated by the teacher. The students also preferred to receive marginal feedback than endnote feedback because it was provided at the exact points where the errors occurred on their writing so that they could identify the errors directly.

To sum up, this study shows that the teacher feedback plays an essential part in the writing processes. It brings the students' awareness to the errors they have made, encourages them to make the revision plans, and promotes the development of their writing. Therefore, the teacher has to attend to the nature and strategies of giving effective feedback, so that the students can benefit greatly from feedback provided by the teacher on their writing.

5.2 Recommendations

Based on the conclusions presented in Section 5.1, this present study offers some recommendations. These recommendations are addressed particularly to English language teachers and other researchers who are interested in the similar field or issue.

For English language teachers, especially writing teachers, it is suggested that they attend to both the form and content of students' writing in accordance with the characteristics of each piece of writing. It is also suggested that during the practice of feedback in the classroom, they train the students to be accustomed to their strategies of giving feedback and to incorporate feedback on their writing.

A special training session may also be provided for them so that they will have sufficient knowledge and skills of giving effective feedback to help the students improve their writing.

For researchers willing to address the same field or issue in the future, this study proposes several recommendations. First, this study focuses on how the teacher provided feedback on the students' writing. Further research may explore how the students use the teacher feedback and what kinds of improvement they make in their revision. Furthermore, it may investigate the related factors that influence the writing teachers to give feedback on the students' writing as well as the contribution of teacher feedback to writing conference for the development of students' writing skills. Second, this study also sets to focus on how the students responded to the teacher feedback on their writing. Further research may seek to examine the relationship between the students' preferences of receiving feedback and the practice of teacher feedback itself.