

## CHAPTER V

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

This final chapter outlines the conclusions, limitations, and recommendations of the study. In the conclusion section, the major findings of the study are presented in terms of each research question. In the limitation section, the weaknesses of the study are presented. In the recommendation section, the suggestions are given for classroom practice and future studies on multiple interaction activities.

#### 5.1. Conclusions

This study investigates corrective feedback and learner autonomy in writing, encompassing the reduction of errors in students' writing after they have incorporated corrective feedback, the effect of corrective feedback on students' autonomy in writing, and students' responses to corrective feedback given to promote their autonomy. From the findings, as presented in Chapter IV, three conclusions can be drawn.

The first conclusion is related to the reduction of errors in students' writing. The result of analysis revealed that there were differences in the number of errors on three grammatical items (articles, prepositions, and past tense verbs) in Essay 1, Revised Draft 1, Revised Draft 2, and Essay 2. Moreover, the result of comparison between the number of errors on three grammatical items (articles, prepositions, and past tense verbs) decreased in Revised Draft 2 and Essay 2. Further, paired t-test using SPSS for Windows was used to reveal the significant means of the errors in students' Essay 1 and Revised Draft 2, and also Essay 1 and Essay 2. Based on the paired t-test on each grammatical item, it was revealed that the  $t_{obt}$  is higher than  $t_{crit}$ , it means that the null hypothesis was rejected and the alternative hypothesis is accepted. In other words, there is significant different between each grammatical item, both between Essay 1 and Revised Draft 2 and Essay 1 and Essay 2. Thus, the use of color-coded feedback is effective in reducing the number of errors on three grammatical items (articles, prepositions, and past tense verbs).

The second conclusion is related to the effect of corrective feedback on students' autonomy in writing. The findings revealed that the means score of eight out of nine factors of learner autonomy in writing are increase, while one factor, teacher dependence, showed significant decrease as reflected by the mean score on the factor of teacher dependence decreased by 0.51 from 3.85 in the pre-test to 3.34 in the post-test indicating that color-coded feedback and the process of writing had helped the students become less dependent on the teacher. Moreover, summarize of the eight factors influenced the students to develop their autonomy are as follows:

First, self-directedness, self-directed can be seen in the way students determined the goal of their writing, monitor their writing progress, and evaluate the writing progress. Second, motivation, the motivation of the students increased both in motivation in revising their writing and also motivation related to the career field that they will achieve later in the future. Third, feedback, the use of color-coded feedback help students to develop their autonomy. Because it encouraged the students to be self-editors of their writing. Fourth, revision, this factor is strongly related to the feedback given. Both showed significant improvements to the current text and a reduction in errors in later assignments. Fifth, planning, students are planning their writing before they start to write, it can be seen that they plan it through the use of clustering. Sixth, direct strategies, the direct strategies implemented in their learning, covered: applying image before they start writing; reviewing the writing they have made include the lesson of the feedback given; practicing their writing through personal journal, blog, and social media; using various sources in improving their writing such as from the use of dictionary, English novel and English newspaper; also summarizing and make a note related to their learning. Seventh, metacognitive strategies and knowledge, in this factor it was revealed that the students are able to control their own learning through organizing, planning, and evaluating their writing and their learning. And eight, social strategies the students not only use asking for clarification, verification or correction in implementing the social strategies but also cooperating with other, which implied that the social strategies influenced the students to be autonomous.

In short, nine factors of learner autonomy in writing had a strong influence upon the color-coded feedback and the process of writing, and subsequently on the development of students' autonomy.

The third conclusion is students' responses to color-coded feedback given to promote their autonomy. From the questionnaire analysis, the findings revealed that students gave positive responses to color-coded feedback given to promote their autonomy. They affirmed that they need color-coded feedback because there were many advantages they received from color-coded feedback. First, color-coded feedback made them easier in identifying the error they have made. Moreover, it made the process of revising and writing easier for the students. Second, color-coded feedback enabled them to track their progress in writing. In addition, students know their weaknesses and know what to improve on their weaknesses. Third, color-coded feedback helped the students in developing their autonomy through self-learning and revising, since they are expected to identify the error by themselves. And fourth, color-coded feedback is an interesting activity compared to what they had experienced before in the writing class. On the other hand, there are also the negative responses that students feel during the study occurred. These responses generally commented on the lack of information about the colors used in the feedback, which had led some students to get confused about their meanings. Moreover, it only focuses on the three colors-three errors which they think that they probably made mistakes outside those three errors.

Based on the conclusions above, it is clear that color-coded feedback is effective in reducing the number of errors on three grammatical items (articles, prepositions, and past tense verbs). Moreover, the nine factors of learner autonomy in writing had a strong influence in the use of color-coded feedback in students' writing, which lead to the development of students' autonomy. Further, students positively responses to color-coded feedback given to promote their autonomy.

## **5.2. Limitations of the Study**

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This study is limited in three aspects. First, this study is a specific context study. As mentioned in Chapter 3, this study was only conducted in Class 2015/2016 in English Education Department in State Islamic University in Bandung. Therefore, the result of this study cannot be generalized to other contexts.

Second, the study has been the short time of the study in this research due to time provided by the research site and the complexity of the analyses. In this study, the time of the study was only a month which affected the validity of the inferences. If it is conducted in a longer period of time, the result of this study will be richer.

Another limitation has been the absence of crosscheck of data analyses to peers. The data analyses were done by the researcher herself which allowed for the possibility of wrong analyses. The credibility of the analyses will be more acceptable if they were done by more than one person.

### **5.3. Recommendations**

Based on the findings and the limitations of this study, recommendation for the classroom practice and the future studies are provided. For the classroom practice, two recommendations are given. First, it is important for the teacher to consistent in using the color-coded feedback to make the students understand the color-coded feedback given. For the teacher who intends to apply color-coded feedback, the teacher is suggested to focus on certain color-code, focus on some categories of errors, explicitly teach the meanings of the color to the students, and consistently implement the color-coded feedback from the very beginning of the writing class in order to facilitate long-term benefit of learning.

Second, the teacher should be trained not only in order to integrate color-coded feedback and the process of writing in the teaching but also to activate and encourage learner autonomy to maximize the learning outcome. Moreover, the teacher is recommended to use color-coded feedback not only in learning narrative text but also in learning other genres of text.

For the future studies, three recommendations are given. First, it is important for the future research to have a large number of participants in order

the research to be able to be generalized. Second, it is suggested for the next researchers to have peer crosscheck of students' writing in order to increase the credibility of the research. Third, the study explored the relationship between color-coded feedback, the process of writing and learner autonomy by dividing the factors of learner autonomy into nine categories. In spite of the fact that the study provided a general comment on the effect of color-coded feedback on learner autonomy, it was seen that there is a need for a further detailed research on each category separately to understand the phenomenon better.

All in all, autonomous learning is the key to being a lifelong learner. By being autonomous we can raise the quality of learning. Color-coded feedback and the process of writing has proved to have positive effects on learner autonomy in EFL writing lessons. If it is implemented in appropriate conditions like those described in the study, it can be used in foreign language classroom to develop autonomy in learners.