

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter displays the conclusions and recommendations of the current study. Herewith, the conclusion of findings in each research question is presented in Section 5.1. Subsequently, some recommendations for educational practitioners and further studies under the same topic are presented in Section 5.2.

5.1 Conclusions

This study aims to explore (1) the teachers' focus in providing the written feedback, (2) teachers' strategy in employing the written feedback, (3) students' preferences in terms of focus and strategy used in their writing, and (4) students' perception toward teacher written feedback in their writing. The conclusions of the concerned issues are drawn as follows.

Responding the first research question of this study, it can be concluded that the teachers mostly emphasized the form-focused written feedback, particularly grammar. However, it is also shown that Teacher A and Teacher B have different decision in providing the feedback focus. It is indicated that Teacher A gave form-focused feedback only, while Teacher B provided both of form-focused and content-focused feedback. It infers that both of teachers have their own rationales for having the focus of written feedback, which is mainly influenced by teachers' considerations related to their workload and errors that students lacked the most.

In relation to the second research question, it is found that in term of explicitness, the teachers provided both direct and indirect written feedback. Nevertheless, the number of frequency in using both strategies is different. At this point, Teacher A used indirect feedback more often, particularly using symbol (circle, underline, and question mark). In contrast, Teacher B tended to use direct feedback more, which emphasized insertion strategy.

The conclusion of the third research question shows that, in term of feedback focus, the students from both classes seemed to prefer form-focused

feedback, particularly grammar. Reflecting to the previous findings, it is also found that the students' focus of each class matched with their teacher's focus in providing the feedback. The students' main rationale behind their preference is affected by their inability to remember grammatical rules in English that tends to be more complicated than in Indonesian language. Moreover, in the regard of written feedback strategy, the students were found to favor direct feedback more than the indirect one. The students' rationale mainly pointed out that direct feedback is more helpful to recognize the errors and it serves them overt correction to rectify their errors. If this finding is compared to the teacher strategy in providing feedback, it shows that Teacher A's strategy and Class A's preference of strategy are unmatched. In the meantime, there was a harmony between Teacher B's strategy and Class B's favored strategy in providing the written feedback.

In respect to the fourth research question, generally, the students regard written feedback as a help that facilitates their writing improvement, especially in terms of cognitive, affective, and behavior aspects. In term of cognitive aspect, it is found that the student argued teacher written feedback increased their awareness as it helped them in recognizing and correcting the errors in their writing. In term of affective aspect, the students perceived that they were motivated by the written feedback as it triggered them to improve their writing and avoid making the same errors. Additionally, in term of behavior aspect, the students noticed that written feedback assisted them to develop their writing.

Additionally, based on a short discussion about the results of the study with the teachers, it was found that the teachers were pleased as they gained more information about their students' point of view about written feedback in their writing. They further explained that they would consider modifying the technique of providing written feedback they were used to use. Receiving this information also give them chance to reflect their own teaching practice, especially in giving the feedback. Also, it was kind of inspiring them to be more concern about written feedback, as it could be used in supporting students' language learning outside the classroom.

To conclude, this study infers that written feedback has an important role in supporting the students' language improvement, particularly in writing. It is also shown that there is no big gap between the teachers and students' idea about what kinds of focus and strategy in giving the written feedback. Another point is that the students also acknowledge the value of written feedback in their writing, as it acts as a scaffold that invites their sense about errors they have made, assists them to do the error corrections, and increase their motivation in pursuing the improvement of their writing.

5.2 Recommendations

Reflecting to the previous findings of this study, some recommendations are designed for the educational practitioners and future study. For educational practitioners, especially teachers, there are four points that are needed to be considered. First, as the teachers seemed to put more attention on giving the form-focused feedback, particularly grammar, it is suggested for the teachers to provide content-focused feedback in the students' writing as well. Thus, the students can improve their writing not only in term of grammatical structure, but also the content as well because a legible and understandable writing is created from good form and content of the composition.

Second, it is also suggested for the teacher to combine the written feedback with oral explanation. After giving the written feedback to the students, it is better if the teacher explicitly retell the students about their errors in general, because it may be not possible to explain each student's error specifically. It aims to prevent the students' confusion when they receive their work back since some students may misunderstand the correction or not understand the meaning of feedback at all. So, it will be better if the teacher mention about it shortly in front of the class, just to clarify the correction. Not specifically calling out the students' name, because it can be embarrassed for the student.

Third, it is recommended for the teachers to constantly provide revisions in order to possess good results of students' writing improvement. Revisions serve opportunities for students to review their works and revise the errors they've made. Moreover, it also can increase the students' awareness about their errors.

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Forth, considering students' preferences about focus and strategy of written feedback is also important to be done for the teachers before providing the feedback. Thus, by reflecting to students' preferences and combining it with teachers' own consideration, it will give teachers a better picture of what sort of feedback is the most effective to provide to the students.

Additionally, for those researchers who are willing to conduct a study under the same topic area, some suggestions are given. First, it is suggested for the next researchers to seek for teachers that conduct revisions in his/her classroom practice in order to have a better understanding about how written feedback influence the students' writing improvement. Second, it is better not only to have a larger sample size but also a larger data size. Thus, it is expected that the further researches will use both of quantitative and qualitative data in exploring the significance of written feedback in student' writing improvement. A larger sample size and more data not only will make the analysis results more reliable, it will also allow more adequate comparisons in the various subcategories and potentially gives deeper view into EFL learners' acquisition.