CHAPTER V

CONCLUSION, IMPLICATION, LIMITATION, AND RECOMMENDATION

Chapter five presents the conclusions of the study, implications, limitations and recommendations for further research. The conclusions are drawn according to the results of data findings and analysis that have previously been explored and discussed in chapter four. Despite some limitations possesed by the study, some practical implications and methodological recommendations are proposed to give information and guidance for further studies in the same field, as presented in the forthcoming sections.

5.1 Conclusion

This study has found out the impacts of oral and written feedback on students' writing. The decrease numbers of errors from writing task I to writing task II was also examined to answer the second research question. The third research question was responsible to investigate the students' responses to feedback on writing. The findings were taken from three data resources, namely writing tasks (writing task I, writing task II, and revision), questionnaires and interview.

In relation to the first research question, it is concluded that oral feedback and written feedback are proved to give the impacts on students' writing and more effective than providing no feedback. The students' scores in the experimental groups have significant differences and the improvement of the scores is statistically significant from writing task I to writing task II. Oral feedback affect students' writing and it is found as the most effective reflecting on the result of one-way ANOVA (F $(2,135)$ = 6.488, p=0.002) and Tukey post-hoc test (p=0.002) in writing task II or students' new writing. This indicates the long-term effect of teacher feedback, specifically for oral feedback.

Another conclusion is that, by looking at the students' scores in the second and third stage, both oral and written feedback followed by each subcategory (direct and indirect feedback), affect students' revised draft. The students' scores

are greater between their first drafts and the subsequent drafts even though one-way ANOVA test find no significant difference in the second stage (F (2,135)= 3.749, p=0.066). This indicates that indirect oral and indirect written feedback are ineffective in students' writing. However, the students make improvement in their writing according to feedback they received. Thus, indirect written feedback perform better in making improvement of students' revised draft than oral and no feedback. One conclusion may come up with is also that direct written feedback is more effective in making significant difference on students' revised drafts as one-way ANOVA test (F (2,135)= 18.729, p=0.000) and Games-Howell post-hoc test (p=0.000) show. This also indicates that the improvement of the students' scores occurs significantly better than two other groups when students received direct written feedback (t (45) =8.369, $p \leq 0.05$). In other words, this suggests short-term effect of feedback from teacher especially written feedback with direct feedback in revision process.

With regard to the second research question, it is found that the students succeed to reduce and revise their grammatical errors from writing task I to writing task II after receiving feedback from the teacher. The decrease numbers of errors in the students' drafts occur more significantly in the experimental groups, especially oral feedback group. The results of the study may provide empirical evidence that the decrease numbers of grammatical errors in students' writing is revealed as a result of the feedback provision provided by the teacher and multiple draft writing. It clearly indicates that feedback affect to decrease the errors in students' writing. In other words, the students effectively make use of feedback and incorporate in the subsequent revised writing drafts and for their new writing indicating the short and long-term effect of feedback from the teacher.

In addition, with regard to the third research question, the results of the questionnaire and interviews reveal that the students show positive responses towards feedback in writing provided by the teacher. They agree that feedback is important and it is useful to improve their writing. They also affirm that oral feedback was easy to understand and provides more chances for them to obtain and clarify the information related to their writing as they can interact directly with their teacher. They are easy to forget what provided oral feedback as well as

written feedback sometimes make them confused. They sometimes feel frustrated and disappointed, otherwise they feel cared while receiving feedback and get improved after receiving feedback. Despite feeling frustrated first while receiving feedback, they still get motivated to make progress in their writing.

All in all, the findings of the present study contribute considerably to our understanding of providing oral and written feedback on EFL students' writing, the impacts on students' writing, the decrease numbers of errors as the result of the feedback provision and the students' responses to feedback in writing.

5.2 Implication

The findings of oral and written feedback on Indonesian EFL students' writing hold certain implications emerged in the present study to English teachers and students.

For English teachers, since making errors is inescapable in students' language learning process, providing feedback is expected to reduce the numbers of errors and improve the quality of writing, referred to the findings of the present study, as the students appeared to attend feedback provided by the teacher and make use of it. Therefore, it is a good idea for English teachers to provide feedback to respond students' writing. They could exploit feedback to instill more positive responses to feedback in writing into their students, engage students' interest and responsibility in their writing, encourage and help students to be more aware of their strength and weaknesses in writing through feedback. Teachers can provide written information given to students' writing or written feedback when they have no much time and well-planned procedure in the classroom to provide oral feedback. In so doing, their students have a chance and easiness to refer back to learn from what have been writtten on their paper. Besides, by providing written feedback, students can be avoided from worry about direct interaction in oral feedback. However, teachers should be more aware of the clarity of their handwriting or feedback itself and ensure whether their students can show a willingness to read and deal with it.

This also suggests teachers should do one-to-one interaction with students or oral feedback with planned procedures by considering the possibilities when

providing it to students' writing with the sufficient time allotment and specific required skills. In relation to the time constraint, oral feedback, as claimed as one of the disadvantages, is time-consuming. This suggests, by considering some factors of EFL teachers, specifically in Indonesia context, concerning their workloads, teaching plans, and schedules and insufficient time for providing oral feedback in writing and multiple-draft writing, which seem very challenging, teachers use and divide the time effectively to conduct oral feedback in the classroom to deal with each student. For instance, it can be conducted with the whole class or small groups followed by one-to-one interaction with each student. In relation to the specific required skills of teacher to conduct oral feedback, they should be familiar with the classroom setting in oral feedback so they are able to provide it to students. Teachers also should make students familiar with oral feedback by conducting it as a routine practice in the classroom in responding to students' writing as part of the assessment.

Further, teachers need to consider students' individual differences, for instances, those who benefit from oral feedback and who do not. Some students may prefer explanation or clarification spoken or what have been told from teachers directly than what have been written on paper. Meanwhile, some may get somewhat easier to forget. Thus, oral feedback can be combined with other feedback like written feedback, or peer feedback or involving technology as medium like electronic feedback which can surely be varied depending upon the teachers to determine if offering both together would be more advantageous. In order to be more focused, teacher should provide certain types of error types, so that students can avoid forgetting easily after receiving oral feedback for too many errors indicated on their writing. Regarding students' feeling toward feedback, for instance, being disappointed and frustrated at first when receiving feedback, the way teachers provide feedback should consider students' feeling. In other words, it is suggested to be aware of the way of delivering feedback to students as they have feeling when dealing with it. In this sense, teachers need to be truly careful to provide feedback to students.

Apart from the implication for teachers, for students, it is helpful for students to demonstrate the importance of utilizing feedback. It is considered

essential if students become aware of his or her strengths and weaknesses in writing and perceive writing as a meaningful activity and understand the benefits of feedback in writing. They should make use of feedback provided by teachers in their writing both on oral and written feedback. Therefore, future learning can be enhanced, in case, students are able to maintain their strength, know their progress, and improve their weaknesses. However, this study suggests students who receive no feedback from teachers actually do self-correction when they should correct their own writing without help or being provided the correct form of the errors. In other words, teachers should provide more space for them to learn by providing no feedback. In addition to this, it potentially contributes to the improvement and progress of students' writing although it may be a slightly improvement. In this sense, students experiencing self-correction lead to become more responsible with their writing and autonomous learners.

5.3 Limitation

It was considered necessary to mention several limitations bounded along with the attempts to answer the research question and meet the purposes. The limitations in the present study are mostly related to the aspects such as the focus of the study, raters of the study, length of the study and participants of the study.

First of all, the focus of the study, as the limitation of the study, predominantly concerned the impacts of feedback provision provided to the students, particularly the students' writing along with the stages. More feedback strategies such as peer feedback focused and unfocused feedback, electronic feedback were not paid attention. Also, this study did not concern others aspect of writing in terms of content, organization, coherence, and cohesion that were not carried out in details. Moreover, the written text involved in the process of conducting the study was only employed in recount text. By all accounts, the researcher was sure that the feedback treatment and the stages depicted the effect of the feedback provision to the students' grammatical accuracy and quality as well as the responses.

Secondly, the limitation of the present study naturally includes the raters. Since this study involved independent raters to score students' writing based on

scoring guideline composition, looking for qualified and capable as well as available raters was truthfully not easy. Moreover, having the drafts of each stage collected and completed, those were eventually handed to the independent raters and expected to obtain the data scores as scheduled. However, the independent raters considered in such a different way. Specifically, to hold the essence of equality of the rating process, the independent raters made use of the time any longer than what the researcher priorly estimated. However, the researcher convinced that the rating scores as one data that were sincerely resulted from the independent raters through the qualified rating process.

Other limitation of this study however is the length of the present study, which was assumed a short time. Due to the limited meeting was given by the research site, such long-time effect is perceived difficult to measure. Compared to other related studies carried out in several more meetings or even in one semester, this study was carried out only for four meetings. By all accounts, the researcher believed that the meetings are still sufficient to collect the data as well as to answer the research questions and also relevant to the study design.

At last, the participants of the study were also considered as one of the limitations. At the beginning of the study, there were approximately 30 students in each class. To be explicit, the first stage of the study absolutely deal with numerous drafts of the students and it was priorly expected as good for such kind of quantitative data. The data reduction occurred during the conducted study which somehow became the troubles. This happened since it was particularly caused by the absence of the students, resulting uncompleted drafts during the study for varied reasons and situations. For instance, some were sick meanwhile some joined competitions and they were permitted by their school to not come and follow any lessons. Another instance was that the students did not return back the drafts to the teacher or even if they collected, they didn't accomplish it. Therefore, as once the participants were absent, the drafts were not completed and not involved in the present study. Thus, in this state, only the completed drafts were considered to be used along with the stages and analysis. As the result, there were still numerous drafts available to be involved in the study to get scores and analyzed even if not as many as at the beginning stage due to the data reduction.

Fortunately, the remained drafts were still sufficient and, for sure, completed drafts from the beginning stage of the study to the end of the stage. Despite the limitation emerged from the students, resulting in the data reduction of writing, another viewpoint was that teacher. This study did not also concern the teacher as the participant of the study by considering teacher's practice, perception, understanding, or something related to the viewpoint of the teacher as the provider of feedback in the classroom as well as social and cultural issues on teacher observation.

In spite of the aforementioned limitations, the present study is significant for the use of oral and written feedback on EFL students' writing since it becomes a basis for further research in this area.

5.4 Recommendation

The present study has some recommendations addressed to other researchers. For those who are interested to conduct further study in the similar field in the future, these recommendations are purposed.

First of all, since the present study conducted sought to reveal the impacts of oral and written feedback on Indonesian EFL students' writing, at the senior high school level in the eleventh grade, further studies may replicate in different level of the participant, for instance, in the tenth or twelfth grade or junior high school level both to confirm the findings and also to determine other aspects affecting value in a long run of time approximately one semester. Furthermore, it may explore individual differences, learning style and degree of motivation and social factors in regard to the feedback that play a role in student performance.

Secondly, this study sets to focus on students receiving feedback on their writing. Further studies may focus on the aspects involved teacher's beliefs, understanding, attitudes, and practices in the classroom dealing with providing feedback to capture the teachers' viewpoints. In other words, social and cultural issues of teacher observation are recommended to be investigated.

Thirdly, this study also concerns feedback provided in students' writing, particularly in writing recount text and at grammatical aspects. Further study may

seek to examine other English text types along with a specific aspect of writing and single error correction type that they have more difficulties.

Fourthly, this study also sets to focus on oral and written feedback that were provided by teacher in students' writing. Studies on feedback types and strategies by utilizing the internet and technology as the media of blended-learning when providing feedback which are still very scarce at senior high school level would seem like relevant for future research.

5.5 Concluding Remarks

The chapter has presented the conclusion of the present study. The limitations also have been displayed as a depiction for further study in this area. Implication and recommendation for any relevant authority have been on hand as well.