

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the study, as well as suggestions for future research and language teachers.

5.1 Conclusions

Throughout the research, several conclusions can be derived. First is the fact that self-directed feedback is proven applicable as it is capable of supporting students' progress, second is on how self-directed feedback functions as a step in making students acquire strategies of learning autonomy, and third is that self-directed feedback can spare teacher's responsibility to students as the major actors in their own learning progress.

Firstly, regarding presence of self-directed feedback, even though it is not quite common in the teaching practice—according to students' experiences, that is—the demand of it to be applied was there. In the previous chapter of this study, it was proven that it gives benefits for students' writing skills and the students felt it as well. The doubts that some teachers may have about students' ability in self-correcting their own text may be unreasonable, as the students have also acquired some important knowledge that they can apply in the process of self-directed feedback. Just like what was found in Makino's (1992) study, students can activate their linguistic competence even without detailed cues. The freedom that is given to students will raise their awareness, and “as a consequence, error avoidance is maximized” (Hernandez, 2011, p. 269). Therefore, students' ability, regardless of their level of competency in English, should not be underestimated but rather utilized for their own learning progress.

Secondly, in relation to the ability of self-directed feedback in promoting the value of learner autonomy, from the findings it can be seen that the students are able to witness their own progress. To be able to see it brings the sense of responsibility, as well as an encouragement to direct their goals in learning. According to Harmer (2007), to have this competence is important as a

compensation for a limited classroom time, so that they can advance their language acquisition. Even though it is still limited in only learning English, particularly in finishing the report text, this good habit is something worthy to continue. The atmosphere of having students who know in what level they are, what they want, and where they are going with what they have will result in a more effective learning. The students will realize that there is a certain proportion to rely on others and themselves in the process of learning, and this is what makes an effective lesson.

The last conclusion to be derived from this study is that self-directed feedback can spare teacher's responsibility in their students' progress. The end objective of having proficient learners is not only of the importance of teachers, but also for the learners. In the Indonesian context when classes generally consist of 30 to 45 students, and teachers' workload to teach more than three classes in a week, feedback in writing sounds impractical. By having self-directed feedback, the teachers can focus on the things that the students do not acquire yet, and the students will still have a progress in learning even without much help from the teacher. As was stated by Reid (as cited in Hernandez, 2011, p. 264), "the most successful ESL writing classroom occurs in an atmosphere of mutual respect and trust in which teacher responsibility is balanced by students' responsibility".

5.2 Suggestions

As the research has its own limitations, several suggestions are proposed for future research, and for teachers who intend to apply self-directed feedback in their writing lessons.

For the future research, better findings and discussions are expected when self-directed feedback is not treated as the only means in promoting learner autonomy. Self-directed feedback can be put as one of the activities in a set of self-monitoring strategies to ensure a bigger impact. As what was stated by Zimmerman (1990), in order to sustain the development, the learners can be given praise to what they have done in accordance to self-monitoring to represent a positive reinforcement. As for the progress of writing skills, since the findings of

this research is very limited to some aspects, the teachers can train the students to correct their own errors in sides they may not be developmentally ready to self-correct. Research in a longer term would also assess students' progress in both writing and efficacy better.

For the teachers who intend to apply self-directed feedback in their writing lessons, it is important to still be open for assistance whenever the students need help in the process. The self-directed feedback is not meant to be applied as an isolated activity from peer or teacher feedback, it is there to complement them. This is also suggested by Jacobs, Curtis, Braine and Huang (1998), to take a middle path in practicing feedback for students when teacher, peer and self-directed feedback to be combined in the classroom.

