

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions in detail. This chapter consists of two sections, the first is conclusions section and the second is suggestions section.

5.1. Conclusions

There are two main conclusions about the use of teacher indirect feedback in teaching writing. First, teacher feedback by using indirect feedback strategy could improve students' ability in writing recount text. This was evidenced by the statistical computation of t-test by using SPSS 16 for Windows. Based on the independent t-test of last draft scores that was $t_{obtained}$ was higher than $t_{critical}$ value ($6.545 > 0.93$). It means that the null hypothesis was rejected. In other words, there was a significant difference between students' last draft scores in the experimental group and the control group. In addition, the result of normalized gain proved that the improvement scores in the experimental group was higher than the control group. Furthermore, the calculation of effect size shows that there was a large effect in the experimental group. It means that teacher feedback brought a significant effect in improving students' ability in writing recount text.

Second, the data from questionnaires analysis showed that students gave positive response toward the use of teacher indirect feedback. Almost all of students assumed that teacher indirect feedback was interesting and understandable to them. In addition, they affirmed that they needed teacher feedback because there were a lot of advantages that they received from the teacher indirect feedback. First, teacher indirect feedback made students aware towards their errors in writing. Second, teacher indirect feedback could help them to make their text better. Third, teacher

indirect feedback could improve their self confidence in writing. Fourth, teacher indirect feedback made students feel that their writing got attention from the teacher. The last advantage was teacher indirect feedback could improve their writing ability.

5.2. Suggestions

Some suggestions from the findings are addressed to English teachers and future researchers. There are several recommendations for English teachers who are interested in using teacher feedback. First, teachers are recommended to manage the time effectively. Second, it is better if the teachers use different strategies in providing feedback so that students do not get bored.

There are also some suggestions for further researchers who are interested to investigate the use of teacher indirect feedback. For further researchers who want to use teacher indirect feedback, it would be better to manage the time allocation effectively in order to optimize learning process. Further researchers are recommended to use teacher indirect feedback not only in recount text but also in other genres.