CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The aim of this study is to identify whether the use of Kaizena application for giving corrective feedback can improve students' writings in narrative text. Therefore, based on the findings and discussions of this study, there are several points to conclude the result of this study. Moreover, the conclusion is drawn based on the findings and discussion in chapter IV.

Firstly, the result found out that the use of teacher's corrective feedback on the Kaizena application could improve students' writing in narrative text. It can be seen from the result of students' writings. Most of the students (23 students) showed improvements in their writing, meanwhile, one student showed the same result, and one student showed no improvements. However, not all of the students who showed improvements in their writings revised all the errors correctly according to the feedback given. There were also some students who still made errors in their final drafts.

Secondly, the implementation of the Kaizena application for giving feedback had shown students responded positively toward the use of this application. Students believed that the teacher's corrective feedback on the Kaizena application was beneficial and helpful because it could increase their self-confidence in writing, and improve their writing skills.

Moreover, the students also perceived that the Kaizena application itself is well-structured and organized. Its easiness of accessing the app, easiness of using the tools on the Kaizena application, and flexibility in accessing teacher's feedback made students' motivation in writing increase, and they even recommended the Kaizena application for other teachers to use in the future.

5.2 Recommendations

In regard to the limited time and scale of this study, there are some recommendations for future researchers. The recommendations are described below.

Firstly, for English teachers, this study showed that teacher's corrective feedback could improve students' writing skills. Additionally, students also responded positively toward the use of the Kaizena application in their writing instructions. Hence, implementing technology in the teaching-learning processes might help both teachers and students in the writing instructions. Besides that, both direct and indirect feedback is beneficial and helpful for students as long as they understand the meaning of each symbol used in the feedback given.

Secondly, for future researchers who are interested to study in the same field, it would be better to examine students' writing proficiency first. Thus, future researchers can decide on what feedback focus or types of errors should be focused on. In addition, it is better for future researchers to dig deeper results of students' writing. In this study, the process of feedback was just carried out one time, therefore, it might be better if future researchers give more than one feedback to study more the effectiveness of teacher's corrective feedback on the Kaizena application in students' writings.

Besides that, the focus of feedback given in this study was only focusing on the use of articles, prepositions, verbs, and punctuations. Thus, the measurement of the result of students' improvements in writing was only based on the four feedback focus of this study. Therefore, it would be better if future researchers also consider the result of students' writings based on their flow of writing, the language feature used, and the structure of their writings to get more comprehensive data.