

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Chapter V presents the conclusions of the research and several recommendations based on the data analysis in Chapter IV. This chapter consists of several subchapters, namely conclusions, implications, and recommendations. The conclusions present the summary of the results on the impact of written corrective feedback. The implications contain the indirect impact of this study. The recommendations provide some insights for English teachers and future researchers to improve written corrective feedback so that it will be more beneficial in the future.

5.1 Conclusions

This study aims to investigate how written corrective feedback can help EFL students in writing recount text. The answer to this question depends on how the teacher provides written feedback. Therefore, the answers are varied.

TWCF has helped students to revise the recount text in three aspects of writing, namely content, grammar, and mechanics. It can be seen in the final drafts that almost all students (10 students) showed an improvement in their writing skills in these three aspects of writing. In addition, all students argued that the implementation of TWCF using Ms. Word is considered effective because TWCF given is clear and directly pointed out the students' mistakes so that students are aware of the writing mistakes they have made and they can revise them according to the given TWCF.

Although TWCF can help students in improving their writing skills, some students do not revise their texts according to TWCF. This reveals that not all students who show an improvement in writing ability are able to revise their mistakes properly based on TWCF. This could be due to the ambiguity of TWCF and the lack of familiarity of students with TWCF in English.

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Notwithstanding the lack of TWCF mentioned before, the students argued that they were inspired by written corrective feedback because the feedback given was easy to understand and directly pointed out their mistakes. Thus, they know which aspects of writing that should be revised to make a better recount text. Furthermore, the use of Microsoft Word as a media to give TWCF facilitates the accommodation of written corrective feedback to students by using the comment feature. Thus, this media is considered to be practically used to give TWCF.

5.2 Implications

Based on the results of this study, there are two implications that can be inferred from this study, namely theoretical and practical implications.

Theoretically, this study has added new insights and references related to the literature on TWCF to EFL writing in the English writing class. The results indicated that TWCF is beneficial to be used as a tool to help students improve their writing performance. It can be used to improve students' writing skills because students can discover more about the writing mistakes made in their texts. This is also useful to help them produce better texts after receiving TWCF. By implementing TWCF using Ms. Word, the recurring mistakes can be easily identified by students to be used as a source of reference for their writing improvement. In addition, TWCF has helped them to reduce content, grammar, and mechanical mistakes and led to better writing improvement.

Practically, for English teachers, the teacher can implement TWCF in writing class since it can be used to facilitate students in improving their writing and producing better writing. If students are accustomed to the giving of TWCF, it can give them a sense that the English teacher assists them in writing the text by using written corrective feedback. Therefore, providing constructive comments to students has a big role in developing students' good attitudes in writing class to help students in improving their writing skills. .

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5.3 Recommendations

Notwithstanding the advantages of written corrective feedback on students' writing, this study has several recommendations to be considered for future research. These recommendations will be focused on the two parties, which are for English teachers and for future researchers who are interested in the topic of written corrective feedback.

To English teachers, there are several recommendations to take into account in providing TWCF to the students. First, English teachers should know students' needs to improve students' writing ability by analyzing which type of feedback suits them best to apply the best strategy that can afford students' needs. Second, English teachers should pay attention to EFL students who are not familiar with English. It is preferable if the teacher can use a one-to-one feedback approach with students if there is time to do it so that the feedback can be comprehended by students. Third, English teachers should specify which writing aspects that will be improved on each cycle of the classroom action research to reduce students' confusion due to lots of comments on their drafts. Fourth, since TWCF was only implemented once due to the time limitation, the documents were less varied because the teacher only had one type of document to be compared with the first drafts. Fifth, it should be noted that since the structure of the text is one of the important parts of the text, the teacher should also give written comments on this part considering that some students made mistakes in this writing aspect. Therefore, it will be better if TWCF is carried out several times in more than one class to get more varied documents since the documents were taken from only one class. Consequently, students' writing skills will lead to better improvement.

There are also several recommendations for future researchers that also play a role as English teachers who are interested in the related topic. First, since we are in the digital era, it will be better for future researchers to apply feedback using another technology media because this research only used Ms. Word. Second, future researchers should consider the effect of technology media usage on

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students' writing so that TWCF is delivered effectively. Finally, it is preferable for the researchers-as-teachers to use different types of written corrective feedback to make the result more varied and more interesting because this feedback is only used indirect feedback and direct feedback strategies.

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