

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter contains the conclusion of this study. This study consists of subchapters namely conclusions, implications of the study, and recommendations as well. The conclusions include the overall summary of the findings. The implication of the study contains a description of the implication that propped up in this study toward the teaching practice. While recommendations contain some information for future researchers that relate to this study.

5.1 Conclusions

As stated in prior, there are two aims of this study; to investigate how the teachers employed written feedback in online learning toward EFL students' writing and their challenges in delivering online written feedback. In order to answer these questions, this study has explored how teachers employed online written feedback on students' writing and the challenges faced by the teachers.

Talking about teachers' online written feedback, the process of teachers' online written feedback, the feedback types, online learning platform, and assessment indicator used to assess students' writing also explored in this study. Two teachers that were observed in this study showed the same beliefs that online written feedback could improve students' writing better. Both teachers revealed the same way of delivering written feedback by using delayed feedback. In the process of delivering online written feedback, the use of online platforms could also bridge the interactions between teachers and students. The use of online learning platforms to support teachers in delivering online written feedback is varied. Any online learning platform is useful because it depends on the teacher's and the student's needs. Most importantly, it helps the teachers and students to deliver and receive online written feedback easily.

The teachers' experiences in delivering written feedback also showed an impact on the process of online written feedback. Despite the experiences that could give more

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insights to the teachers to deliver written feedback, the teachers could select various ways to employ written feedback in a form of online learning. Because the major matter of the teachers' online written feedback was the displacement of the way it is given. Likewise, the assessment indicator could also give transparency for the students to reflect on their mistakes or errors. It was argued that both teachers did not adopt any specific assessment indicator such as a writing rubric. Indeed, they assessed students' writing based on the content of their writing or based on each error students' made.

In the process of teachers' online written feedback, there were challenges found in this study. Both teachers agreed that the most challenging part of delivering online written feedback was their time limitation in online teaching. It revealed that they have a short time to do the written feedback since they also had a lot of things to do. But the teachers are aware of the challenges they faced so they still have learned to manage time well. The second challenge is related to the connection issue. This also related to the third challenge about non-responsive students who did not revise their works. This issue was inevitable in the process of online learning since the teachers could not monitor students' learning. In order to minimize this issue, the teachers already have their approaches. For instance, asking about their situation and difficulties and making a task tracker to monitor students' learning activity so that they could also reflect on their learning.

After conducting online written feedback, not all students showed the same responses toward the teachers' online written feedback. Even though the instruction on what students should do on the feedback given has been explained clearly, there are some students who revised their works and some did not. For many reasons, it revealed that some of them were willing to do the initial assignment as their first draft of the writing, but not willing to do the revision. According to the findings, the students tend to not revise their works because of the belief that only doing the initial assignment was enough. In fact, written feedback could improve their writing. Despite this issue, the teachers' online written feedback can enhance students' writing skills. Whether to

be responded to or not, the teachers believed at least the students read the feedback given.

5.2 Implication of the Study

Referring to the findings of this study, there are two implications of this study, such as theoretical and practical. Theoretically, this study has provided some insights related to the use of teachers' online written feedback. The findings revealed the process of online written feedback with the information regarding the beliefs, experiences, feedback types, online learning platform, assessment indicator used by both teachers as well as the student's response to it. Therefore, the challenges faced by the teachers in delivering online written feedback are caused by several factors, such as the time that the teachers have to employ written feedback, the connection issue, and the non-responsive students who had less interest in online learning.

Practically, cooperation between teachers and students in online written feedback process is needed to achieve the learning goals. The teachers' instruction toward the assignment given which included the written feedback and the revision process could engage the students learning interest so that they could improve their writing. Teachers and students also could create an agreement in which way the written works would be given and the choice of online learning platform as well. So that both teachers and students could access it easily.

5.3 Recommendations

Notwithstanding the findings of this study revealed some recommendations for English teaching in junior and senior high schools in West Java, this study was limited only to two research sites. The short time period of this study is the cause of the limitation of this study which only consists of two research sites involved. Hence, there are recommendations for the improvements of this study, such as the research site and participants, then more perceptions of teachers' online written feedback.

For further researchers that will investigate and explore similar issues related to this study could provide more research sites in order to gain more opinions on teachers' online written feedback. Therefore, it is recommended to observe teachers with 12 years up of teaching experience in order to get more insight into how the teachers employ written feedback.

Hence, more perceptions of teachers' online written feedback could involve as well. For instance, from students' point of view. It could create more insights to teachers and students which also could create good interaction between them in the process of teachers' online written feedback delivery.