

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion and recommendations that can be used for any further study. It elaborates the summary of the research results and suggestions for teachers in solving the same issues as other researchers who have interest to conduct research with the same topic.

5.1 Conclusion

This study had answered all the two research questions mentioned in Chapter I. For the first research question, this study revealed the teacher gave feedback on the students by checking the students' writing assignment one by one and circling the errors made by the students, followed by writing the correct form of the errors made. Furthermore, this study also revealed that it was still possible to give written feedback on the students' writing assignments through Google Classroom. The teacher could ask the students to take a picture of their writing and to submit it to the Google Classroom. Later on, the teacher might continue giving feedback by editing the picture to add the corrections or typing the feedback under the commentary box.

This study also had answered the second research question about the types of feedback the teacher used in valuing the students' writing assignment. The teacher mostly used direct written feedback when providing feedback on the students' writing. The teacher would emphasize on the grammatical errors since the errors could be spotted easily on the students' writings. Alongside that reason, the teacher believed that grammar is essential in mastering a language, in which if the students were capable in understanding the grammatical patterns, they would be able to produce better quality of their writing.

Besides completing the answers of the addressed research questions, this study also revealed that during the pandemic, it could be inferred that the written feedback in online writing lesson did not give strong influences to the students' writing performance. This could happen because of some challenges faced by the teacher and students during the feedback process, including the ineffective use of time, the feedback process which was considered as time-consuming, the students' expectation after submitting their writing, the students' low motivation in learning, and the needs of revision.

Rika Astini, 2022

USING LMS SUPPORT: AN INVESTIGATION OF TEACHER'S WRITTEN FEEDBACK THROUGH GOOGLE CLASSROOM

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5.2 Recommendations

Since writing skills might be taught regularly in the English classes, the researcher would like to give some recommendations for teachers who would leave written feedback on their students' writing. The recommendations can be seen as follows.

1. Teachers need to use the time provided in learning effectively. When teachers know how to use the time effectively, the process of writing can be carried out by the students in the class under the teachers' supervision.
2. Even though the feedback process can be considered time-consuming, teachers need to provide the feedback consistently. The consistency in giving feedback will help the students to keep good performances in writing. Moreover, it will help the teachers and the students to analyze whether the students make any improvement or not by calculating the numbers of feedback they receive on each writing.
3. It is necessary to tell the students how important the feedback is so the students can pay more attention to the feedback and not focus only on the numbers they get in their learning reports.
4. Teachers should build a comfortable learning environment to make the students enjoy learning. Adapting different types of activity into the classroom can also be a preference to explain the learning materials and to engage the students in learning.
5. Repetition can help the students to get a deeper understanding of what they are required to do. It will be good for teachers to repeat the learning materials, the instructions for the assignments, and the feedback to the students without ignoring the time span for this activity. However, teachers also need to provide extra-time for the students to revise their writings. With this step, the teachers can see whether the students make any improvement in their writings or not.

Since many teachers were continuously using LMS to support the learning and feedback process, the possibility that the issues discussed in this study might still happen in the future. Additionally, considering the issues observed in this study happened during the pandemic in which the teaching and learning activities were different from the normal classroom, any further research focused on the same issues will be needed. Other researchers might also conduct research that aims to investigate how teachers deal with the challenges they face in

providing the written feedback when the teaching and learning activities are held under different circumstances.