

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two major parts those are conclusion and suggestions. The conclusion is described based on the result in previous chapters while the suggestion are used as consideration for the teacher, students, and also other researcher.

A. Conclusion

The pre test's score of the students before using indirect feedback was poor. The data of students' score in pre test showed that X MIPA 3 which consisted 36 students, there were no students who got score between 1-20 which meant that the students' score in wrting recount text were very poor. There was 1 student who got score between 21-40 which meant that the students' score in writing recount text was poor. There were 23 students who got score between 41-60 which meant that the students' score in writing recount text were average. There were 12 students who got score between 61-80 which meant that the students' score were good. There was no student who got score between 81-100. It showed that the mean score was 58.44, indicated that the average of 36 students' score was 58.44.

The post test score of students after being taught using indirect feedback were higher than before. There were no students who got score between 1-20 which meant that the students' score in wrting recount text were very poor. There were no students who got score between 21-40 which meant that the

students' score in writing recount text was poor. There were 18 students who got score between 41-60 which meant that the students' score in writing recount text were average. There were 17 students who got score between 61-80 which meant that the students' score were good. There was 1 student who got score between 81-100 which meant that the student's score in writing recount text was excellent. It showed that the mean score was 64.44, indicated that the average of 36 students' was 64.44. based on the criteria of students' score 64.44 was qualified into good.

Based on statistical calculation using SPSS 16.00 for windows. The researcher knew that the mean of pre test and post test was different. The students' score of post test was higher than pre test. The subject was X MIPA 4 which consisted of 36 students. The mean of pre test was 58.44 and the mean of post test was 64.44. It means that the students' score increased after being taught using indirect feedback. The t was (6,604), with the standard deviation (5,451), mean standard error 0.909 with the $df = 35$, and the p value (two tailed) is 0.000. given that the present test was one-tailed test, the p value (0.000) was divided into $2 = 0.000$. Since 0.000 was smaller than significance level (α) 5% Or 0.05, so the null hypothesis was rejected. In other words, the hypothesis said that the mean of pre test was smaller thanb or equal to the mean of the post test was rejected. It automatically accepted the alternative hypothesis said that the mean of post tes was higher than the mean of pre test. It meant that there was significant differences before and after being taught using indirect feedback.

Finally based on the explanation above, it meant that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Students' error frequency ratios in writing are reduced after received indirect feedback. It is more beneficial to students in editing their work. So, using indirect feedback was effective to teach writing recount text especially at the tenth grade of SMA Negeri 1 Tulungagung.

B. Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. English teacher
 - a. English teachers are suggested to use indirect feedback as a technique that can be used to improve students' writing ability in recount text because the researcher found that through indirect feedback students become more active and autonomous in the learning process.
 - b. English teachers may start using indirect feedback by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their self-correction ability step by step.
2. Future Researcher
 - a. This study was conducted in the Senior High School level. Therefore, the further research can try to find out the effect of using indirect feedback in different level.

- b. In this study, recount text was employed as the media to measure the improvement of students' writing ability after the implementation of indirect feedback. Further researcher can try to apply indirect feedback with another kind of text, narrative, descriptive and report text for instances.
- c. This study applied teacher's indirect feedback to improve students' ability in writing descriptive text. The findings of this study are expected to be used as starting point for further researcher to conduct this technique in different field. Hopefully, the further reseacher would use teacher's indirect feedback not only in writing, but also in other language skills.