

CHAPTER VI

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents the conclusions, implications and the suggestions derived from the result of the discussion in previous chapter. The conclusion is drawn based on the result of the study. The implication is addressed to the students as well as the teacher. Meanwhile, the suggestion is addressed to the teacher and the future researchers who have the same concern with this current study.

A. Conclusions

In accordance with the research problem and the result of the data analysis, it can be stated that:

1. The students who are taught using indirect corrective feedback have better writing accuracy than those who are taught using common technique to give corrective feedback that is direct corrective feedback. In other words, the use of indirect corrective feedback is more effective than direct corrective feedback to teach writing accuracy to the eleventh grade students of SMA Mamba'us Sholihin Blitar in academic year of 2018/2019. The result of current study shows that indirect corrective feedback also works for the *pesantren* based school such as SMA Mamba'us Sholihin Blitar in which the study employed. The students at *pesantren* based school are having limit

access to learning technology. They are often relying on paper and pen to study. The research once again shows that indirect corrective feedback works for the students who have limit access on learning foreign language. The language input only comes from the teacher. In its very limit onto the language input, the indirect corrective feedback is proved to be effective in improving the students' writing accuracy.

2. The students having high level of grammatical sensitivity have better writing accuracy than those having low level of grammatical sensitivity to the eleventh grade students of SMA Mamba'us Sholihin Blitar in academic year of 2018/2019.
3. There is no interaction between the indirect corrective feedback strategy and grammatical sensitivity in teaching writing accuracy to the eleventh grade students of SMA Mamba'us Sholihin Blitar in academic year of 2018/2019

Based on the research finding, the conclusion is that indirect corrective feedback is an effective teaching strategy for teaching writing accuracy to the eleventh grade students of SMA Mamba'us Sholihin Blitar. By using indirect corrective feedback, students are getting more encouraged to study and improve their writing accuracy. As a result, the students' writing accuracy performance improved better. Further, the level of grammatical sensitivity level is also giving significant effect on the students' writing accuracy. Yet, there is no enough empirical fact showing there is an interaction between indirect corrective feedback strategy and the level of grammatical sensitivity on students' writing accuracy performance.

B. Implications

Having the findings at hand, one can suggest sound implications as follows:

1. The first implication is for students. The findings of the study are helpful for the students in demonstrating the importance of employing indirect corrective feedback. Knowledge of one's errors directly or indirectly may be beneficial in that the learners will be aware of their strength and weakness in term of writing accuracy.
2. Teachers should help the students to discover their own learning errors via indirect corrective feedback. The fact that the students can learn better after receiving indirect corrective feedback is strengthening the importance of giving indirect corrective feedback.

C. Suggestions

It is a fact that no research is complete in its own right. The more answers are obtained; the more questions will naturally be raised. The domain of corrective feedback is too vast to be explored, and therefore the researcher had limitation in doing this current study.

The time period in conducting the research covered only six meetings which were conducted in three weeks. The researcher felt that the study needed longer time as a consequence that the longer the study, the more comprehensive the result would be. Longer period of the study was also needed since the topic of the study was writing skill which in fact was difficult to be learnt. Next, the

researcher didn't give enough guidance to the experimental group regarding the symbols used in giving indirect corrective feedback. The researcher should make a small conference to make it clearer. Small conference was also beneficial to use the symbols agreed by both teacher and students so that it can help the students to understand the symbols easier.

Referring to the limitation of the study, there are some suggestions addressed for the future researchers who are having the same concern with this study. It is interesting to implement indirect corrective feedback with the different text types as well as the different research settings with the different level of the students.

Current study is also specifying on the students' writing accuracy which covers only three subsequent of writing aspects. They are grammar, vocabulary, and mechanics. Therefore, the future researchers can include another writing aspects as such; content and organization of the students' writing.

In addition, the next experimenters could also employ the study by adding extra time for the meetings in the classroom so that the study is able to yield a more comprehensive result. It also can provide the students with longer experience toward indirect corrective feedback so that they can get used to the symbol given by the teacher in giving the indirect feedback.

Last but not least, as aforementioned, the types of corrective feedback are varied and vast. The study only investigates the effect of indirect corrective feedback. The future researcher may apply the different type of corrective feedback on the students' writing accuracy performance.