CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions derived from the result of the discussion in previous chapter. The conclusion is drawn based on the result of the study. Meanwhile, the suggestions are addressed to the teacher and the future researchers who have the same concern with this study.

A. Conclusion

. According to the data analysis discussed in the previous chapter, the researcher found the significant difference score by using SPSS 16.0 version within t-test formula. The mean score pre-test was 24,519 and post-test was 28.635. From the research finding, it could be interpreted that the students' mean score of post-test was higher than students' mean score of pre-test. So, the researcher concluded that Written Coded Indirect Corrective Feedback was very useful to make students more active and understand about writing recount text.

Moreover, based the result computation of hypothesis testing, it showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (Ha) was accepted. In the context of this study, the significant value was 0.000/2 equals to 0, and it was smaller than the $\alpha = 0.05$. It meant that there was significant difference score of students before and after being taught by using version. Finally, it could be concluded that Written Coded Indirect Corrective Feedback was effective to be used in teaching writing of recount text.

B. Suggestions

According to the conclusion, the researcher suggested to English teachers and future researchers as follows:

1. English Teachers

The first, the researcher suggested to the English teachers that they should implement and develop Written Coded Indirect Corrective Feedback in a small classis particularly in writing recount text session in order to create a more active and effective class as well as enhance the students' writing quality. Moreover, this technique of feedback might enlarge the teachers' knowledge of the other various teaching techniques similar to this one.

Second, English teachers might start using Written Coded Indirect Corrective Feedback by focusing on certain aspects of writing that were needed to increase such as punctuation and grammar first. It is done in order to ease the students to improve their self-correction ability step by step.

2. Future Researchers

There were some suggestions addressed for the future researchers who had the same concern with this study. It was interesting to implement Written Coded Indirect Corrective Feedback as the focus of study. Therefore, the future researchers could develope this study by conducting the next study with the different text types and the different research settings with the different level of the students.

Additionally, this study just provided three times only in giving treatments. Related to it, the future researchers could also employ the study by adding extra time for the meetings in the classroom so that the study was able to produce more

comprehensive result. It also could provide the students with longer experience toward Written Coded Indirect Corrective Feedback so that they can understand more to the symbol given by the teacher in giving the Indirect Feedback.

Moreover, the types of corrective feedback were varied and vast. This study only investigated the effect of Written Coded Indirect Corrective Feedback. The future researchers might apply the different type of corrective feedback on the students' writing quality.