CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter deals with two parts namely conclusion and suggestion. The first part presents the conclusion derived from the study. The second part presents the suggestions intended for English teachers and other researchers.

A. Conclusion

There are three main research questions to answer in this study. The first research question was about the types of feedback given by the teacher on the students' writing. The second was about the reasons of the teacher to use such feedback given. The last one was the importance of having such feedback for teacher and students. Based on the data and discussion in the previous chapter, the following conclusions are drawn:

1. Regarding the first research question, it was found that English teacher of MTsN 1 Trenggalek used oral and written feedback in giving feedback on the students' writing. Oral teacher feedback is feedback given by the teacher orally in order to correct students' error on their writing while doing teaching and learning activities in the classroom. Oral feedback that was used by the teacher was recast, explicit correction, paralinguistic signal, and repetition. Recast is the teacher incorporates the content words of the immediately preceding incorrect utterance and changes then

corrects the errors in some way. Repetition is the teacher repeats the student utterance highlighting the error by means of emphatic stress. Teacher adjusts their intonation so as to highlight the error. Explicit correction is an oral feedback which the teacher indicates an error has been committed identifies the error and provides the correction. The last one of oral feedback used by the teacher was paralinguistic signal. Paralinguistic signal means that the teacher uses a gesture, facial expression, body positioning and movement that indicate that the student has made an error. Besides oral feedback, there was written feedback that was used by the teacher on the students' writing. Written feedback involves feedback given by the teacher to the students' written work. There was direct and uncoded indirect feedback used by the teacher. Direct feedback means that the teacher provides students with the correct form of their error. Direct feedback clearly states what is wrong and what how it should be written. The other one written feedback that was given was uncoded indirect feedback. Here the teacher gives crosswise or other signs in students' error sentence without giving the correct form. From the findings and discussions of the study, it is conclude that the teacher used oral and written feedback on students' writing.

2. With regard to the second research question, there were some reasons for the teacher to use such feedback given on the students' writing. Based on the data and discussion it found that the teacher often used explicit correction. The reason of it was could save time since English in Junior High School level only taught for four hours in each week. If the students were given too much other types of oral feedback it could waste times because they have to think longer. Another reason found that teacher gave this explicit correction feedback because the students become more aware of their mistakes and could easily catch the point of teacher's explanation. As same as those reasons, the teacher gave direct written feedback as the most written feedback since it found that grammar error often made by the students which means that it would be difficult for them if they were given indirect written feedback. From the findings and discussion of the study, it is colclude that the reasons of the teacher to use such feedback given are it could save time and the students are easier to catch the teacher's explanation.

3. Related to the third research question, it was found that there are some importance of having such feedback given for both teacher and students. For teacher by giving such feedback, she could get information about her students learning progress and which

difficulties they often face. The importance of feedback for students besides provide information for them about their mistake further it also could tell them the progress they have had so far. Feedback also could motivate the students to have better learning and more notice of their mistakes so that they could probably have better future writing. From the findings and discussions of the study, it is conclude that the importance of having such feedback for both teacher and students is to give them information about the progress or performance.

B. SUGGESTION

This part presents some suggestions that would hopefully give a new idea to provide for better teaching and learning process in junior high school level.

1. To English teachers

   English teachers can verify and defend result of the research by giving clear, readable, understandable and motivating feedback. Related to the proportion of feedback in students' writing the result shows that the percentage of explicit correction oral feedback and direct written feedback are bigger comparing to others. In addition, from the interview with the students, it is found that some state that they want feedback which can give them more time to think

and revise the error they have made because they realize if they get explicit correction and direct feedback they just copy and rewrite the right part provided by the teachers. Therefore, if it is possible then the teachers should try or at least balance the feedback given. Some students also stated that the teachers' written feedback was sometimes unclear, in terms of the teacher's hand writing. It means that the teacher should make the written feedback clearer.

2. To other researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. The problem that appears related to this research which can be fixed in further research is there was only one English teacher observed by the teacher which actually it would be better if there is more than one so the researcher could make comparison among the teachers in giving feedback. One of the results of this research is that teacher's feedbacks motivate the students to revise their writing. Other researchers can also investigate the relationships of motivation provided by teachers' in giving feedback and the improvement of students' writing.