

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusion, and (2) suggestions.

In this chapter, all of the results from finding are concluded. I also present the suggestions that are expected to be useful for teachers, students and other researchers.

5.1 Conclusions

Based on the data analysis by using thematic analysis, I found that there were two type and two categories of teacher's written feedback that used by teacher in correcting students' essay writing. The first feedback that used by teacher direct feedback with surface level. Actually, the teacher used deletion, insertion and substitution to correct students' mistake which was the correcting focused on grammar, spelling, punctuation and word choice. Then, mostly the teacher used deletion to correct students' grammar.

Next, I also found the teacher used direct feedback with content level. Usually, the teacher used deletion, insertion and substitution to correct student mistake, which was the correcting focused on content and the organization of ideas and the teacher mostly used insertion to correct the students the organization of ideas. Third was indirect feedback with surface level. The teachers used code and uncode feedback to correcting students' mistake on grammar, mechanic, and word choice. The most feedback that used by teacher was uncode feedback and the most focused was on

mechanic. The last was indirect feedback with content level. In this case, the teachers only used uncode feedback (underline) to correct students the organization of ideas.

Furthermore, there were two aspects of students perception toward teacher's written feedback on their essay writing which were found by other researcher too such, clear and understandable, not clear and not understandable of feedback. In line with it, I also found direct feedback was feedback that given many benefit for students because not only clear and understandable, direct feedback help them easier to revise their essay and can be as a references to make better essay in the future. In contrast, the students feel confused when they get the feedback only in form of symbol or sign only without explanation because they did not know what the meaning of that feedback. Then, it made them difficult to revise their essay.

5.2 Suggestions

Considering the conclusion above, I would like to propose some suggestions, which hopefully will be useful for teachers, students, and other researchers.

Firstly, based on the findings of this research, it is expected that the teachers can give clear and understandable feedback for students in the future, because if the teacher gave not clear and not understandable feedback it was made the students feel confuse to read and comprehend about the meaning of feedback that made by teacher. So, as teacher we must consider

if the feedback that we give on students essay writing can help the student to revise and improve their essay writing easier. Then, in giving feedback on students writing, the teacher should be fair and there is no bias so, the students don't feel disturbed after they receive the feedback.

Secondly, it is expected that the students will pay attention to feedback that is given by the teacher. The students should be realizing if the feedback from the teacher helps them to improve their quality in writing not to punish them. Besides that, the students also should be active in revising their writing and ask the teacher if they don't understand about the feedback, so the feedback can work well.

The last, from the result of this study I hope the next researchers can analyze more deeply about teacher written feedback. Some respondents of this research have different opinions about the best way in delivering the feedback. Moreover, other researchers can investigate the most effective way in giving the feedback.