

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents : (1) conclusions, and (2) suggestions

In this chapter, all of the result from finding had been concluded. I also presented the suggestions that were expected to be useful for lecturer, students, and other researcher.

#### **5.1 Conclusions**

Based on the result of data analysis by using thematic analysis, I found that the first research question was about the types of teacher's written feedback on the student's task and also the category of written feedback given by the teacher to the students' writing. The last is the student's responses on the teacher's written feedback on their writing task.

Regarding to the first research question, it was found that the teachers often used direct feedback in giving written feedback on student's written task. The teacher gave some sign to indicate the student's mistakes, such as underlining, circling , substituting and crossing out. Then, they put the correction around it. There was feedback in the form of indirect feedback which the teacher gave some signs to show the student's mistake without providing the right answer. Furthermore, it was found that the teacher focused more on the surface level feedback which concerned to grammar, punctuation, spelling, and word choice or diction. The biggest concern of the teachers is grammatical mistake made by the students in their writing because I found teacher focused on the grammar when they gave direct or indirect feedback,

For the second research question, it was found that there were three student's responses the first that the teacher written feedback made the students understand what was their mistake was. It indicates that the students need written feedback from the teachers. It can help them to know whether they were doing right, what their mistake were and how they

could make it better. After that, the teacher's written feedback improved student's writing. It indicates that the teacher's written feedback motivated the students to improve their writing. The teachers motivated students not only to revise their writing but also to improve their English in general. The last responses, students difficulties to understand their mistake. It indicates that the teacher must avoid giving indirect feedback for student's written task because students did not get more explanation from indirect feedback. Therefore, the students found difficulties in finding out their mistakes in writing.

## **5.2 Suggestions**

I provide some suggestions that will hopefully give a new idea to provide better teaching learning process in senior high schools. The teacher must be aware what the students needs in using feedback. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate learning process and the teacher must be aware of what students need in giving feedback. The second is for students who are interested improving their writing skill. The last is for further researchers which can be done related to this study, particularly in the area of feedback in writing.

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