

CHAPTER V

CONCLUSION

In this chapter presents the conclusion derived from the study and suggestion. Conclusion aimed to provide any further clarification concern with the findings of the study. Researcher provided some suggestions for further researcher who intended to conduct a relevant study.

A. Conclusion

First of all, making the teacher's commentary essentially is one of the most valuable pedagogical tools for the students' writing improvement. It is an important component of college-level EFL writing instructions in that it helps the students not only improve their writing and the teachers justify their grade but also enhance the rapport between the instructor and the learners. Besides, feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Then, as a teacher they should give feedback on an ongoing process. Next, for being effective feedback, as a teacher should avoid problems will arise in responding to the students' writing like written feedback was time-consuming, the students sometime made the same mistakes again so that the students felt frustration because of cryptic (symbols or circles) or confusing feedback such as questions that are unclear and general. In short, the students need clear and specific feedback, combining marginal and terminal comments, and balancing positive and negative responses in order to improve their writing process.

The primary purpose of this study is to help students' in improving their writing using direct corrective feedback at eleventh grade of administration major at SMKN 1 Kendari. This research was applied because the students in this class still have to be guided in writing skill. They were difficult in understanding the rules of writing and they cannot distinguish between present and past tense.

This study was held at SMKN 1 Kendari. This study used descriptive qualitative research design. The instrument of the study is writing test. Researcher did data reduction by sorting out the students' writing that collected complete draft. Writing test was conducted to know whether or not direct corrective feedback can help students improving their writing ability. Writing test consist of three times collecting draft and two times feedback giving.

This study had proved that direct corrective feedback could help improving students' writing ability. This could be seen from progress that students could achieve from the first draft to the third draft. Researcher analyze the improvement of students' writing in four aspects; tenses, capitalization, spelling and punctuation. At the first draft, almost all of students made mistakes in all of concerned aspects. In the second draft, students had less mistakes compared at the first draft. The procedure of writing has begun to be organized and the grammar was correct. And in the third draft, their writing was completely arranged well. There were no mistakes anymore.

B. Pedagogical Implication

Hopefully for this research it can be useful for other researchers who want to conduct the study especially in English Department of IAIN Kendari. This

research can be one of the sources for the students that one day will conduct the study even in this institute or in another university. This study expected for the teacher can be used in the school as their reference in teaching specifically in teaching English to develop students' writing. Moreover, for those who want to improve their writing ability hopefully this study can help to know how far the ability is developed and more aware of making mistake.

C. Suggestion

After conducting this research, researcher would like to address some recommendations to the next research as follows:

1. The researcher recommends for the teacher to use this method as motivation to the students where they can increase their quality if the learning by giving them feedback to make them know where they mistake located. Teacher also suggested when giving feedback, do not use the word which make the students feel upset that they show bad response to the teacher then the learning process is not running well.
2. For the students to always pay attention while teacher gives feedback in the writing in order to have a good quality of writing. not only quality, but the awareness of the mistake is increased due to feedback giving by the teachers.
3. For further researcher recommended using context of application of different strategies of teacher corrective feedback in improving ESL/EFL students' writing in terms of grammatical accuracy and writing quality in general.

D. Limitation

There were limitations with this research when the researcher did the research. In the learning process, there were times that researcher did not give clear explanation of material that made students did not understand. In the term of time, this study was conducted in a time allotted because the schedules of the school recently changed due to national examination.

