

CHAPTER V

CONCLUSIONS, PEDAGOGICAL IMPLICATIONS, RECOMMENDATION AND LIMITATIONS

This chapter deals with three parts namely conclusions, pedagogical implications, recommendations and limitation. The first part presents the conclusions derived from the study. The second part presents pedagogical implications from the study. The third part presents recommendations and the last presents limitations.

A. Conclusions

There are two main research questions to answer in this study. The first research question is about the types of teacher feedback that the researcher use in writing activities. The second one is about can teacher feedback improve students' writing. Based on the findings and discussion in the previous chapter the following conclusions are drawn.

The researcher often used explicit correction in giving feedback in students' writing activities. There were only 5 feedbacks that the researcher gave in the form of punctuation, capitalization, tenses, word choice and unnecessary word.

The researcher gained the data from students' writing of recount text. The researcher asked the students to write in three drafts. Teacher feedback improves students' writing in which having more mistakes to little mistakes. From 12 students as the subject they improve significantly.

There are four purposes of teacher feedback. First is feedback provides information for teacher and students. Feedback is a way for teachers to describe their students' language. It gives the teachers information about individual and collective class progress. Indirectly, it is a form of evaluation on their teaching. For students, feedback is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weaknesses, the comments provide information about individual progress, unlike mark or grades, which tend to compare one student with another. The comments can also give direction about language, by starting a rule or giving an example. One way to focus comments is to consider question how about their language use.

Second is feedback provides students with advice about learning. Teachers can provide students with more than simply description of their language use. Comments can also be mad on the students' learning process.

Third is feedback provides students with language input. The teacher feedback provides students with meaningful and individual learning input. The teachers' word, both in their form and their purpose, illustrate how language is used in one to one communication.

Last is feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage student to study and to use language to the best of their ability by taking into account whatever the teacher knows about the students' attitude.

The finding of this research shows that the researcher use teacher feedback in students' writing in terms of indirect feedback. There are 5 indirect feedbacks that the researcher uses. It implies the students can improve their writing.

The use of error feedback is able to make the students understand and use their writing skill. It implies they could make their own sentences from the teacher feedback.

B. Pedagogical Implications

The teacher feedback made the students aware of the importance of learning writing. The feedback in the writing aspect would help the students to improve their writing skill. The implication of this action is that the researcher can apply the same technique to solve the students' problem in writing. Teacher feedback is rare used by the teacher, it is because there are something reasons, it can be the teacher never read the tips how to improve students' writing ability or it can be the teacher never read about teacher feedback. The implication of the study is the researcher can do some training for the teacher to make them know how to increases students' ability in writing.

C. Recommendations

Based on the findings of this research, some recommendations and suggestions are proposed to enable the teacher in providing better feedback to the students' writing activities. This number is considered sufficient to improve the students' writing ability. Ideally, teacher feedback can potentially remove the erroneous structures from the learners' writing and enable the learners' to produce more writing. It is recommended for the teacher to give more teacher feedbacks so that the students can take maximum benefit from them with the result of better writing production. Also, it is recommended for the researcher to use this research as their references.

D. Limitations

In attempting to improve the quality of students' writing in this case the reaching of completeness, the researcher found several problems, they are: Firstly, the researcher just use five of mechanic errors in giving feedback meanwhile there are there 16 of mechanic errors than can be used to make students writing improve significantly. Secondly, the students have problems in using appropriate tenses. Therefore, the researcher need more draft to revise students' writing.

