

CHAPTER V

CONCLUSIONS

A. Conclusion

There is a main research question to answer in this study. The question is about what extent teachers' feedback can improve student writing skill. Based on the findings and discussion in the previous chapter the following conclusions are drawn. Firstly, the researcher often used explicit correction in giving feedback in students' writing activities. There were only 2 feedbacks that the researcher gave in the form of generic structure (orientation, complication, sequence of event, resolution and coda) and language features (specific character, past tense, adverb of time, time conjunction, action verb and direct speech).

Secondly, there are three purposes of teacher feedback. They are to correct error, to support students' writing development and nurture their confidence and to give motivation. The first is to correct error. Making error is common thing that is done by student. However, most of them did not know about their mistake made. Therefore, by giving correct , automatically the students will aware their mistake made and the writing improve faster. Then, to support students' writing development and nurture their confidence as writers. Feedback as information that is given to the learner about his or her performance of the learning task, with the objective of improving their performance. The last is to give 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 researcher gained the data from students' writing of narrative 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. Such as S-1 produced 1 error to 0 error, S-2 produced 3 errors to 3 errors, S-3 produced 4 errors to 2 error, S-4 produced 1 error to 2 errors, S-5 produced 3 errors to 3 errors, S-6 produced 7 errors to 2 errors, S-7 produced 1 error to 1 error, S-8 produced 3 errors to 1 error, S-9 produced 2 errors to 2 errors, S-10 produced 5 errors to 1 error.

B. Limitation

There are some limitations during research. Firstly, the researcher got difficult in learning process, the researcher could not apply all activities in lesson plan, because the time is not enough. Secondly, some students lack of awareness so that most of them did not finish writing task from first draft to the last draft. From these limitation, the researcher suggest to make lesson plan that appropriate with the time in order to activities in the lesson plan can be fulfilled. Then, the teacher must to train students' error awareness needs earlier so that it can reduce students' mistake and the students.

C. Suggestion and Recommendation

After conducting this research, the researcher offers several recommendations for the English teacher. The suggestion as follow: Firstly, the teacher increasing feedback to students after correcting and analyzing their errors on writing. It aims

to be the guideline for the students in order to correct their writing. Secondly, it is necessary that the teachers must motivate and control their students to keep learning and writing though about difficulties they found during the process of learning writing. Thirdly, they have to pay attention to some aspects that is difficult for them when they write narrative text.

D. Pedagogical Implication

The finding of this research shows that the researcher use teacher feedback in students' writing in terms of indirect feedback. There are two kinds that the researcher uses. Those are general structure and language features. It implies the students can improve their writing. The use of teacher feedback in writing is able to make the students aware and understand of their writing skill and useful for students in helping increase their writing skill because the teacher did not only correcting students' error but also gave suggestion, ideas and support to them in order to they are motivated to improve their skill.