BAB V

CONCLUSION

This chapter would present three sections, namely conclusion, limitation, and implication. The first part presents the conclusions derived from the study. The second part presents limitation of the study during data retrieval. The third is further researcher, which can be done related to this research, especially in the field of feedback in writing

A. Conclusion

To some up, this study examines students' perception towards teacher response on EFL writing at SMAN 1 Kendari. Where, students get feedback from the teacher after completing the writing work. Then, to get students' perceptions of teacher responses on their writing task, researchers used student reflection to obtain the data. From the results of the reflection it can be concluded, that in general students respond positively with the feedback given by the teacher. Feedback provides valuable information to build students motivation and increase their knowledge to make good writing. It is because detailed explanations and good writing on teacher's written feedback helpful in correcting students' mistakes in writing process. Such as in choosing more appropriate words, add ideas that do not yet exist in the text, and students easily to identify the errors. One of the impacts using color ink in written feedback helpfully the students can see their mistakes more clearly in their writing. Moreover, direction from the teacher is able to reduce previous mistakes.

B. Limitation of the study

In this discussion there are several limits in conducting research, including:

Firstly, giving feedback in the form of indirect feedback is more dominant, so sometimes there are some that students cannot understand. Making students have to ask the teacher again about the feedback given. Secondly, collection of students' reflection is done only once during the giving of feedback, it is done after collecting their final writing draft. This one-time decision cannot identify students' deeper views on giving feedback the first time or the second time. The reflection done at the end only looks at how the impact of giving feedback. The last, the researcher did not explore information from students about the teacher's shortcomings in providing feedback and also students' expectations of the teacher in providing future feedback.

C. Suggestion and Recommendation

Based on the result of the study the writer gives some suggestion that will hopeful to provide better teaching and learning process in senior high schools. This Suggestion is recommended to teachers in building good relationships with students in the learning process. Then for students' to grow students' interest in writing and finally for further researchers to find out about feedback in writing.

1. To English teacher

In providing teacher feedback, the explanation can provide clear, not long-winded feedback so that students can process and apply the explanation well. Then, the teacher's hand writing must be neat, beautiful, and use simple language

so that it is easy to read and understand by students. On the other hand, teacher should increase the use of methods in giving written feedback to support students' motivation in improving their writing.

2. To students

Students are expected to cooperative in improve their writing. This can be done by looking for other sources to add insight and knowledge. Besides that students must be active and revise their writing diligently. In addition, they must pay attention to the feedback and receive advice from the teacher to get a good writing.

3. To further researcher.

It is expected that the results of this study can provide information to future researchers who wish to conduct similar research. Problems that arise in this study can be investigated in future studies. Such as Some respondents of this research have different opinions about the best way in giving feedback. Therefore, other researchers can investigate the most effective way and used kind of method in giving feedback.

D. Pedagogical implication

The results of the research claimed the students' perceptions of teacher feedback considered as an important part in foreign language writing courses. Moreover, an increased students' knowledge toward teacher feedback, it have benefit individual teachers. It is because each student has different perceptions of what is useful feedback. So it can be difficult for teachers to provide feedback that will serve all students. Furthermore, teacher needs some technique to confront

students' needs. Such as understanding background of the students, teacher provides and what the students want and establish good communication with students the development of students' writing skills. Clear teacher-student agreements on feedback procedures could lead to more productive writing[30].

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[30] Cohen, A. D., & Cavalcanti, M. C., "Feedback on compositions: Teacher and student verbal reports. In. B. Kroll (Ed.)," Second language writing: Research insights for the classroom, (1990), p. 155