

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion from the findings. It research dealing with teacher written corrective feedback on students' writing task.

A. Conclusion

The research has two instrumentations that used to answer the research questions. The first was the questionnaire to answer what type of teacher corrective feedback that the teacher uses to correct students' writing task. The second, document analysis to answer how teacher correct students' writing task.

There are three types of written corrective feedback the teacher used to correct the students' writing. The first, the teacher use direct corrective feedback, that is changing the word directly with used color ink, correct spelling and change some word choice. The second indirect corrective feedback, the teacher correct the students' writing used to comment, codes, underlining and use color ink technique. The third, unfocused feedback, because the teachers correct all of the students' mistakes, the teacher didn't focus on one of the components of students' mistakes.

So, based on the findings, the teachers are expected to give the teacher's written correction in students' writing. It is the teachers' technique that can be used to teach English, especially in writing. The technique can be improved student' writing.

B. Suggestion

Dealing with the research finding, the following suggestion as the outcomes of the study is put forward. Those are expected to be useful for coming English teachers, the students, and researcher and for whom that may be concerned with English education.

Therefore, the researcher has some suggestions. *First*, for the teacher; the teacher should give corrective feedback wisely because the corrective feedback might be able to discourage the students in improving their writing skill. Giving follow up evaluative feedback might be able to decrease the potential for discouragement and also be able to increase their motivation in learning more.

Second, for the students; the students should be more interested in learning English. They should think that English is fun and easy to understand. By loving the lesson, loving the teacher, and loving yourself, learning English will be much easier than what the students think.

Third, for the future researcher; the future researcher should analyze the impact or the effect of the feedback on the students' written production. By doing this, it might be able to find really interesting information which is useful for the researcher and institution.