

CHAPTER V

CONCLUSION

In this chapter, the researcher wants to give the conclusion and suggestion of the study. The conclusion present all aspects of the implementation of corrective online feedback and the students' perception toward corrective feedback by using online in writing learning and the suggestion for the teacher, students, and further researcher.

5.1 Conclusion

There are two conclusions since the researcher stated two statements of the problem. They were: (1) The implementation of corrective online feedback toward writing attitude at second grade of SMA Negeri 1 Menganti and (2) The students' perception toward corrective feedback by using online .

5.1.1 The Implementation of Corrective Online Feedback Toward Writing Attitude at Second Grade of SMA Negeri 1 Menganti

The first problem statement is answered by interview with 3 students and also teacher. Based on the research finding, the researcher concludes that in corrective online feedback there are some components. The first are the tools for implementing corrective feedback by using online. Students send their writing to the teacher by using email or chat, then teacher postes it in the writing group of facebook. These tools make teacher and students easily to connect each other in learning. The second are subjects. The meaning of subjects here are teacher and

students. In this case, teacher as the first subject who gives students assignment and corrective feedback toward students' writing result. The second subject is the students who give correction from other students' writing and also get correction from other students. The third is the type of feedback, the teacher and students use written corrective feedback to correct the students' writing result, in writing group students can discuss about grammatical structure, organization of text, punctuation and word choices with the teacher and the other students, so their knowledge do not stuck in the same thing. The fourth is time frame. The teacher gives to the students time for online activity about a week after giving assignment, it means there is no time that possible for teacher and all of the students in that class meet in the same time. The fifth are facilities. There are internet connection and computer or gadget as main tools for doing corrective online feedback.

In the interview result students show positive writing attitude toward online feedback. Students' attitude include affective, cognitive and behavior. The interview results show that students have positive perception toward writing learning by using online feedback. The implementation of online feedback makes students feel that online feedback helps them to learn easily, good for improving their writing and makes them to be more motivated. Besides, after giving questions about the implementation corrective feedback by using online strategy to the students, the researcher concludes that students give positive responses to this interview because they felt easy to give opinion, interested and enjoy in the writing activity.

5.1.2 Students' Perception Toward Corrective Feedback by Using Online

The second problem statement is answered by the questionnaire which was distributed to 34 students of XI MIA 1. Students' evaluation toward corrective online feedback, they think that actually online feedback is appropriate with students' need in writing because it is friendly connection facilities available in their computer or gadget. Students' memories toward corrective feedback by using online is the students feel advantages of online feedback, they can post their result of writing, they can give and get feedback from the students easily.

Corrective feedback by using online supports students for getting conducive place in writing, their learning more effective because their result of writing, comments and correction are not to be lose. It helps students to enhance students' writing ability so they can reach the optimal result in writing. Students' impression toward corrective feedback by using online, the students want to use online feedback in the next English learning.

Corrective feedback by using online gives motivation to the students so they can interested and they have more confidence in writing. The researcher concludes that all of the students in a class have positive perception toward corrective feedback by using online. It means that the students think that corrective feedback by using online gives them some advantages to do writing activity such as submitting assignment, posting their writing, getting and giving correction and discussion. It is appropriate with the students' need in writing process.

5.2 Suggestion

Based on the the result, the researcher gives some suggestions for the teacher, students, and further research.

a. For the teacher : In Implementing corrective feedback by using online teacher have to make a deal with the students about the time frame for doing online activity. So the teacher and all of the students can meet in the same time and the teacher also know how the students' involvement for getting and giving correction feedback by using online.

b. For the students : The students should be in line between how they think and how they act. If they have positive attitude toward writing and positive perception towards corrective feedback by using online, they should try to write with good structure of grammar, organization of text, punctuation and word choices in their daily life. The researcher hopes that the students give their involvement to implement online feedback because without students' involvement the implementation of corrective feedback by using online will never run well, and the researcher hopes that student use facebook as a tool for giving and getting feedback optimally because it can support writing learning activity.

c. For the further research : The researcher hopes that the next researcher who interest with this study, conduct research in the same field with the different subject and instruments. This study, online feedback that is conducted did not use specific application for teacher and students in correction activity. The researcher hopes the next researcher use specific application to develop in their study so the students not only learning but also make them to be technological literacy.

The researcher realizes that this research is far from perfect, that is why some related studies in the same area are needed.