CHAPTER V
CONCLUSION AND SUGGESSTION

This chapter is divided into two subchapter, they are conclusion and suggestion. Conclusion chapter consists of the brief explanation of the research problem's answer in this study. While, suggestions subchapter consists of recommendations or suggestions for further studies.

5.1 CONCLUSION

1. Teacher WCF was accepted as an appropriate method in teaching writing (average 4.3) since teacher WCF was more specific, trustworthy, effective, and authoritative. Student agreed to receive and enjoy teacher WCF, they agreed that teacher WCF was important and needed the practice of it, they agreed to study and spend some time thinking about the correction given by their teacher, and they also agreed that this method would useful and improve their writing ability.

2. Peer WCF tended to be accepted as an appropriate method in teaching writing (average 3.9) since students felt more comfortable and self-confident when carrying out communicative tasks with other students. Student neutral toward agree to receive and enjoy teacher WCF, they neutral toward agree that teacher WCF was important and agreed about the necessary of this method, they agreed to study and neutral toward agree to spend some time thinking about the correction given by their teacher, and they also chose neutral toward agree to state this method would useful and improve their writing ability.

3. There was a strong positive correlation between students' self-evaluative judgment of teacher WCF and student writing ability. It could be seen from the result of the computation, with r-value 0.721 was higher than r table .1614, then the level of probably (p) significance sig 2 tailed was .000 which lower than 0.05. Thus, prediction could be put forth that when the students had a high acceptance or good perception toward teacher WCF, their

writings ability tended to be better. It could be happened because teacher WCF consisted of clear, concise, and explicit written commentary.

4. There was a strong positive correlation between students' self-evaluative judgment of peer WCF and student writing ability. It could be seen from the result of the computation, with r-value 0.632 was higher than r table .1614, then the level of probably (p) significance sig 2 tailed was .000 which lower than 0.05. Thus, prediction could be put forth that when the students had a high acceptance or good perception toward peer WCF, their writing ability tended to be better. It could be happened because teacher could manage peer practice to be a pleasure and enjoyment feedback among student. Thus, it motivated them to develop their writing ability. Though both students' self-evaluative judgment of teacher and peer WCF showed a strong positive correlation toward writing ability, the result found that the correlation students' self-evaluative judgment of teacher WCF and student writing ability (0.721) was higher than the correlation students' self-evaluative judgment of peer WCF and student writing ability (0.632).

5. There was significant difference between student self-evaluative judgment of teacher and peer written corrective feedback. It could be seen from the result of the computation, with sig. 2-tailed 0.000 which was lower than 0.05. Then, the mean of student self-evaluative judgment of teacher WCF (average 4.3) was greater than the mean of student self-evaluative judgment of peer WCF (average 3.9). It indicated that students were more believe and agree on the teacher practice rather than peer WCF practice. Thus teacher should make the most of preparing and practicing teacher WCF to fulfill student expectation. However, peer WCF would encourage student autonomy and could be useful adjunct to teacher WCF. Thus, it was better for teacher to use both teacher and peer WCF in writing learning to increase student writing ability.

5.2 SUGGESTION

After conducting this research, the researcher proposed the suggestions for English teacher and other researchers as presented below.

1. English teacher

It was important for the English teacher to consider the practice of teacher and peers WCF to be a proper method since it had a satisfied result on student self-evaluative judgment of both method. However, teacher must consider individual differences among student in implementing both WCF to overcome many problems during these activities. Thus, it was expected to present corrective feedback that enjoyable and acceptable among student. It was also expected to be a good method to improve student writing ability.

2. Other researchers

The result of this research could be used as one of references for other researchers who want to conduct the similar study related to the use of teacher and peer written corrective feedback.