CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions which discussed from the previous chapter. It also presents the suggestions to improve the success of giving error correction feedback.

5.1. Conclusion

In the previous chapter, the researcher had drawn the result from finding. From that finding the researcher can conclude that the effectiveness of error correction feedback toward students writing skill are it could reduce student error day by day and it also train the students to take self correction in their writing, which are these two things play an important role in improving students writing.

Most of students are enjoy and satisfied to error correction in writing class. Error correction is useful for them to improve their writing ability. It also train

them to take self-correction in writing. They want their teacher always correct their errors because teacher is a person who know more about their weakness or error in their writing.

5.2. Suggestion

Error correction is important for writing. However teacher should not dominate the error correction process. Teacher should give students to self correction. If teachers and students both understand the purpose of certain correction, feedback is more likely to be productive.

The purpose of indirect feedback is to indicate the specific location of errors, direct feedback means not only to indicate the specific location of errors but also suggest the correct forms. If the students are only provided with direct feedback in their first draft, they do not have an opportunity to correct the errors for themselves, they only note the errors marked by the teacher. That's why combining both method of indirect in the first draft and direct feedback in the final draft is suggested. Meanwhile, teacher should not provide correction on all errors because it makes student feel anxiety to writing and reduces their motivation for learning.