CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter of this study is conclusion and suggestion. It presents some conclusions and suggestions concerning with the finding of the study discussed in the previous chapter.

5.1 Conclusion

After conducting the study and based on the research findings and discussion, it can be concluded that the instruments used in this study can answer the statement of the problem. In this study there were three problem statements, first is how the implementation of teacher corrective feedback technique in teaching writing narrative text is. Second is what the students' responses of the teaching writing using teacher corrective feedback are. Third is what the problems faced by the teacher in giving written feedback are.

For the first problem statement about how the teacher implements teacher corrective feedback technique in teaching writing narrative text, the research finding showed that the teacher implements teacher corrective feedback in the students' writing on two ways. The first is direct corrective feedback. The teacher corrects or revises the students' error by herself directly, from incorrect become the correct one. The second is indirect corrective feedback. The teacher just circles, crosses, puts some error codes, or writes some notes to the students' error. Then the students have to revise their mistakes by themselves. The students are capable to know their errors, the reason and how to correct it.

The second problem statement was about the students' responses toward the implementation of teacher corrective feedback in students' writing. The research finding showed that the students gave positive responses toward the implementation of teacher corrective feedback in students' writing. They were motivated and interested in joining the classroom activity. They were satisfied with their writing. They understood well about which one was correct and which one was incorrect.

The third problem statement was about what the problems faced by the teacher in giving written feedback are. The research finding showed that the teacher faced some problems, they are (1.) the level of students' ability in writing is different one to another, (2.) the students' motivation was different one to another, (3.) the students' difficulties in mastering language features and component of writing.

In conclusion, the teacher corrective feedback is very effective in evaluating students' writing. It can accelerate teaching learning process because through indirect corrective feedback, the students do self-correction to their error. They learn about identifying their error, recognizing the reason why it was wrong and knowing how to correct it.

5.2 Suggestion

Based on the finding in this study, the researcher gives some suggestions in order to be useful in implementing teacher corrective feedback in teaching writing at the first year of senior high school. Some suggestions are for the teacher and further researchers.

5.2.1 Suggestions for the Teacher

    a. Teaching narrative to the tenth grade of senior high school is little bit difficult considering the language features and component of writing narrative text, so when the teacher decided to use teacher corrective feedback technique he or she should be aware of the level of students' ability in writing.

    b. The teacher advisable to have a good time and class management, so the teacher will be able to manage the time well and always make a class conducive.

    c. The teacher should give extra motivation to the students when implementing the teacher corrective feedback technique.

5.2.2 Suggestion for the Next Researcher

The researcher only conducts this study only at tenth grade of senior high school and only in narrative context. May be the results will different if the research is conducted at another level of senior high school and context. So here, the researcher hopes that there will be further research on the implementation of teacher corrective feedback in teaching narrative writing in different field or study with different subject and different focus.