

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher discussed the result and suggestion in this study. The conclusion was drawn from the research findings and discussions. Suggestions were made to the students, English lecturer, and another researcher who were planning to undertake similar research.

5.1 Conclusion

Based on the findings of the previous chapter, the researcher concluded that corrective feedback on writing errors made by students' of English Education Study Programs are:

1. The implementation of corrective feedback on writing errors made by students' of English education study went very well. The students were engaged and followed the lecturer's instructions. In order to teach writing using corrective feedback, the lecturer goes through the following steps: lecturer did brain storming to encourage students, explaining the text that the students will generate, and then assigning students to make a text with the chosen topic. Students then write individual before receiving feedback from the lecturer. The lecturer provides feedback on the students' work as they gather it. The lecturer analyzes the errors that students make in their work and provides error repairs, remarks, and ideas. Circling and giving codes is used by the lecturer to indicate error corrections. Following the

implementation of corrective feedback in their writing skill, students are more motivated and more confident.

2. Corrective feedback encourages students to write and learn more in order to enhance their own writing. Students are more active and confidence when they get corrective feedback in their writing. This learning process made students' more creative and active. They had chance to correct their errors so it can hone their awareness. This activity encouraged students' motivation in writing. Corrective feedback is an appropriate approach to use in the teaching and learning process. So, it can be concluded that the students approve with the implementation of corrective feedback on students' writing skill by the percentage of students who strongly agree is 59%, agree is 23%, neutral is 10%, disagree is 8%, and strongly disagree 0%. It means that more than half of students preferred to receive corrective feedback on their writing, while less than half did not accept corrective feedback on their writing.

5.2 Suggestions

Based on the findings, the researcher makes the following suggestions:

5.2.1 For Students

Corrective feedback on writing errors made by students should inspire them to be more active and enjoyable. Students should be more aware of their own mistakes and avoid repeating them. It is beneficial for students to practice writing so that they can write well.

5.2.2 For English Lecturer

The English lecturer should be familiar with a variety of strategies for teaching writing, and should be willing to try new ones. Lecturers have an important role to play in developing writing skills. The lecturer role is to help correct students' writing errors and also giving the feedback to improve students' writing skills.

5.2.3 For the Further Researcher

The researcher hopes that this research can be utilized as a reference in future studies in the same subject. The researcher expected to be able to improve the writing teaching technique employing corrective feedback in greater, and it is one of the methods that may be utilized to assist students in developing their writing skill.

