

CHAPTER V

CONCLUSION, SUGGESTION, LIMITATION, RECOMMENDATION, AND CLOSING

The previous chapters have already introduced the general introduction, provided the theoretical background, justified the methods, and analyzed and discussed the findings of the study. This chapter, serving as the conclusion of the whole research, will cover summaries of the major findings, pedagogical suggestions for better teacher feedback in the class of writing, limitations of the study and recommendations for further studies.

A. Conclusion

With an aim to find the answers for the two previous research questions in the class of Writing II of English Department students of IAIN Walisongo in the academic year of 2010/ 2011, the findings were summarized as follow:

1. The teacher gave some feedback to the class of writing. *First*, he has focused attention on both the content and form of the papers, although the content sometimes was hard to give supportive comments on. He preferred to give amount of correction on the product of writing by choosing randomly one or two student's works to be written on the board as a sample. *Second*, regardless the fact that more students preferred to choose teacher feedback during writing process, he insisted that writing was a product. Therefore, the time at which the teacher gave his feedback was in the end of writing process i.e. on the product of writing. *Finally*, the method, which the teacher used when giving feedback to students' writing, indicated a balance in utilizing both indirect and direct feedback. In addition, regarding the number of students in the class, he used oral feedback other than written feedback.
2. There are some considerations on why the teacher gave such feedback to students' writing. *First*, the teacher focused on both form and content to

students' writing because the students were well prepared neither on matters such as spelling, grammar, punctuation, etc. nor on issues like organization, choice of vocabularies, rhetoric use of the language, cohesion and coherence, etc. However, this consideration was not seemingly indicated by the students' statement saying that the teacher has focused on grammatical matters more than content. *Second*, the teacher gave his feedback and correction on the final product of students' writing because the numbers of students in the class were not appropriate to give feedback thoroughly during the writing process. Consequently, it would probably spend lots of time to guide all students. *Finally*, he used oral feedback other than written feedback because the number of students was too many. Therefore, it was almost impossible for the teacher to give written feedback to the entire students for the time was also limited. It would also be more helpful for the students to get clarification of the problems directly and look for further information about the topic being discussed.

B. Suggestion

First, the researcher highly appreciates the suggestions made by the respondents for bettering the process of giving and receiving teacher feedback. In addition to that, he would like to offer some suggestions based on the relevant theoretical review and the synthesized data:

1. Looking back to the classroom condition, the teacher should focus only on patterns of errors that are serious, frequent patterns of errors made by individual students. Thus, he will not be exhausted.
2. Both form and content should be taken into account. Much feedback on form will make students start to think that grammar is the only thing that counts in writing.
3. Feedback during the process of writing and the product of writing should be employed together because the attention is to the content before the form.

4. To reduce the burden for the teacher, he is suggested to maximizing peer-checking feedback.
5. In addition to the benefits of written feedback, another strategy is to use some kind of “code.” This list of symbols that show typical mistakes will be shown in appendix.
6. The staffs who are in charge of the management of the faculty should offer a favorable condition for teaching learning activity i.e. considering an appropriate number of students and place.

C. Limitation

After completing the study, there still exist a number of limitations as follow:

1. The limited number of informants, with only three students and the teacher of writing 2, could not best represent for the whole students.
2. The students may come from different backgrounds and levels or may have different needs and favors in writing, hence the reliability and validity of the general conclusion could be affected.

D. Recommendation

Being aware of the restriction on the number of participants, the future related studies should involve a larger number of the students to confirm the reliability as well as validity.

E. Closing

This is the last part of the final project. The writer admits that there are still many mistakes here and there. Therefore, he does wait for any constructive suggestions for better creation to accomplish the next project. May this final project be useful for us.