

## CONCLUSION AND SUGGESTION

### A. Conclusion

1. Evaluative feedback and corrective feedback is the most commonly used in the english classroom. The frequency between evaluative and corrective feedback is same. Evaluative feedback is used for 27 times or about 44.3%. Corrective feedback is used for 27 times or about 44.3%. While the strategic feedback is used for 7 times or about 11.4%.

The type of oral corrective feedback or the approach to correct students' mistakes in writing that most commonly used by the is elicitation, although recast is also quite often. Elicitation is used for 10 times or 37%. Recast is used for 9 times or 33%. Metalinguistic feedback is used for 4 times or 15%. Clarification request is used for 4 times or 15%.

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students also feel that having the teacher explain the problem is helping them to understand more about what is wrong with their writing.

## B. Suggestion

The researcher wants to give some suggestions to the English teacher and the students of XI bahasa in SMA Negeri 1 Kota Mojokerto that might be useful.

The suggestion to the English teacher and the students of XI bahasa class are:

1. For the teacher; The teacher should give corrective feedback wisely because the corrective feedback might be able to discourage the students in improving their writing skill. Giving follow up evaluative feedback might be able to decreasing the potential of discouragement and also be able to increase their motivation in learning more.
2. For the students; The students should be more interested in learning English. They should think that English is fun and easy to understand. By loving the lesson, loving the teacher, and loving yourself, learning English will be much easier than what the students think.
3. For the future researcher; the future researcher should analyze the impact or the effect of the feedback to the students' written production. By doing this, it might be able to find really interesting information which is useful for the researcher and institution.