## **CHAPTER V**

## CONCLUSION AND SUGGESTION

This chapter provides the conclusion of this research based on the whole result that the researcher got and the suggestion.

## A. Conclusion

Based on the observation and the analysis of the result in chapter IV, theresearcher draws the conclusion below;

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%.

2. The result of interviewing the teacher shows that the reason why corrective and evaluative feedback is the most commonly used is because the students always need correction to making them aware of the errors and mistakes they have done. By giving corrective feedback the teacher hope that they

will not making same mistakes or errors in another writing assignment. The evaluative feedback is also commonly used by the teacher. The reason is because the students always need motivation to build their confidence in writing so that they will have more confidence in doing writing assignment.

3. The students responses toward teacher's feedback is almost all of the students feel very happy when the teacher praise them during the english lesson. It means that most of the students feel comfortable if the teacher use evaluative feedback. But, most of the students feel shy when the teacher correct their mistakes at class. It means most of the students feel uncomfortable with the corrective feedback. However, almost all of the students feel that corrective feedback is useful enough to improve their ability in writing and they feel better that after getting corrected by the teacher, because they know their mistakes and how to correct it.

The students' attitudes toward teacher's feedback is almost all of the students read the teacher's feedback and they read it carefully. Most of the students also think that it is very important for the teacher to point out the errors in every aspects of writing. The most of the students want their written production to be corrected by the teacher since sometime the teacher do not correct their work. The students also point out that to correct their writing, they want the teacher to correct the errors using red pen and crossing out what is incorrect and write the correct form, almost all of the

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.