

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shows the conclusion and suggestion. In this study, the researcher concludes the implementation of direct written corrective feedback to increase students' writing skills in second-grader of MTS Al-Fajar Kandat.

A. Conclusion

The research concludes that direct written corrective feedback can increase students' writing skill on second-grader of MTs Al-Fajar Kandat. Researcher has calculated the score of their writing and there was an improvement of the students' mean score, from the students' writing on a preliminary study to the students' writing on the cycle. The criterion of getting success to get the score is at least 76 as the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal*) on the English subject of Islamic Junior High School YPI Al-Fajar. The mean score of the students in the preliminary study was 73.1 with 14 of the students got score at least above 76 and the mean score of the students on the cycle was 81.7 with all of the students successfully got a score at least above 76 too. It means that there were 8.6 points of mean score improvement. The lowest score in the pre-study was 59 and the highest score was 95. Meanwhile, the students' lowest score in the cycle test was 76.5 and the highest score was 96.

B. Suggestion

Some suggestions are given to the participants who are closely related to this study. The suggestions are made based on the conclusion and implication of this study. The suggestions are presented for the English teacher, the students, and the next researcher.

For English teachers, they should consider what students need in increasing the students' writing skills. It is important to give feedback on their writing in various ways and it would be better if the English teacher gives a hint or the right letter/word around the erroneous that the English teacher crossed. So it can help the study understand better where they made a mistake in their writing.

The researcher's finding of this study is expected to be useful to the students. Aside from teacher roles, the students' understanding also required to correct their writing and give the students motivation to increase their writing skills after they get direct written corrective feedback based on their understanding. So, the students can remember the correct of their writing in the next task.

For the further researcher who is interested in the same field, they are recommended to continue and increase this action research to find out other efforts to increase students' achievement in writing descriptive text using direct written corrective feedback in different subject and different design.

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