CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Teachers employ a variety of feedback strategies, including direct and indirect corrective approaches, tailored to the individual needs and learning styles of students. Research indicates that these multifaceted methods not only facilitate students' understanding of feedback but also foster deeper engagement and metacognitive awareness, thus enriching their overall learning journey. From the findings of conducted research, direct feedback provision plays a crucial role as the initial stage in delivering feedback. In this method, teachers point out students' errors and assist in correcting them, often providing brief comments as guidance for improvement. This facilitates students' comprehension of the feedback provided, enabling them to enhance their narrative writing skills over time. Additionally, in the subsequent stage, teachers utilize indirect feedback, where they merely point out the errors found in students' work, allowing students the opportunity to analyze and comprehend their mistakes before revising them independently. This approach is aimed not only at improving students' writing skills but also at enhancing critical thinking and self-correction abilities, thereby enabling students to excel in narrative text writing in the future.

In terms of students' responses to corrective feedback provided by teachers in narrative text writing, research findings indicate a variety of responses among students to the feedback given. Some students accept and pay close attention to the feedback provided by the teacher, and some are motivated and appreciate the

importance of feedback in developing their writing skills. However, a small portion of them attempt to read and understand the feedback given but may struggle to comprehend it, resulting in a lack of willingness to make improvements.

The role of corrective feedback from teachers plays a crucial role in students' learning process, particularly in the realm of writing. When teachers merely provide grades and corrections that are confusing, students may struggle to analyze the location of errors and weaknesses in their writing abilities. Therefore, clear and effective feedback must be given by teachers, along with an approach that makes students happier and more comfortable. Based on interviews with educators, observations, and documentation analysis, it was found that the feedback provided by teachers is considered effective as it can increase students' awareness of errors in their written texts. Additionally, students become more confident due to the continuous improvement of their writing skills and are able to independently analyze their written texts with increased language accuracy.

B. Suggestion

1. For English teachers:

Teachers are advised to carefully consider appropriate strategies for providing feedback. This helps them effectively communicate feedback messages so that students can receive them well. Additionally, the role of teacher support is also necessary in the writing process to minimize errors through direct feedback on student writing.

2. For students:

Students are advised to respond positively to every feedback provided by teachers, and also to inquire when some feedback from the teacher is somewhat difficult to understand. This is intended for students to understand the location of errors and weaknesses in narrative text writing, for future improvement.

3. For further researchers:

Referring to the limitations of this study, suggestions for other researchers who will conduct research on a similar topic are to consider developing more varied strategies that are more relevant and effective than those discussed in this study. Additionally, selecting appropriate locations for research involving several experts and a larger number of respondents is crucial.