

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion to answer the research questions in the previous chapter and gives some suggestions for those who are in the educational field, such as students, English teachers, or the next researchers.

#### **A. Conclusion**

Based on the findings and discussion in the previous chapter, the researcher could summarize that Written Corrective Feedback provided positive outcomes on the students' writing ability of the first grade students of MA Sunan Ampel Pare. The researcher discovered that there was different mean scores between the experimental group and the control group after gaining the treatment. In this case, the students taught using direct written corrective feedback got higher mean scores than the students taught using explicit oral corrective feedback did. It was proven by the result of the post-test. The mean score of the experimental group in post-test was 74.71, but the mean score of the control group in post-test was 59.00. Because the data were not normally distributed, the researcher conducted non-parametric test. The result of N-Gain score of the experimental group was 46.7295 with the minimum score 30.00 and the maximum score 64.63 (medium category). The result of the control group was 26.1465 with the minimum score 6.67 and the maximum score 50.00 (low category). The significant value of Mann Whitney was 0.000 ( $0.000 < 0.05$ ). It signifies that the null hypothesis was rejected and the alternative hypothesis was accepted. It means that there was

significant difference between experimental group and control group. It was supported by the result of effect size. It presented that the value was 0.79558 (0.79). It signifies that the effect size for this research was in the medium category based on Cohen's standard (1988). It can be concluded that direct written corrective feedback in teaching writing recount text was effective on the students' writing ability.

## **B. Suggestions**

Based on the conclusion above, the researcher would like to offer some suggestions which can help students, English teachers, and the next researchers for their literature. Hopefully it can be useful for them.

### 1. For Students

The students can be helped by written corrective feedback which is undertaken by their teacher in writing process. They can know their errors in writing a text because the teacher gives signs in their error. Then, they analyse their errors and try to correct it. It will make their writing more systematic, grammatically correct, and well-organized. This written corrective feedback is also more challenging for the students because they need to re-write their text using the correct sentences after getting the clues or signs from the teacher.

### 2. For English Teachers

Written corrective feedback is offered by the researcher for the teachers who want to teach writing systematically. It can be conducted in the class when the students finish writing a text. It can be applied in writing recount text, descriptive

text, or other genres of text. This written corrective feedback can decrease the errors of students' writing and make their writing better than before getting this treatment.

### 3. For the Next Reseachers

The result of this research can be an additional source for the next researchers when they conduct a research. It will be useful for them if they want to conduct a research with the different research design or the same research design with the different skills, because corrective feedback can be used for productive skills, such as writing and speaking.