CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter presents the conclusion of the research findings and suggestions for English teachers who wants to use indirect written corrective feedback as a technique in teaching writing, students of senior high school, and for further researchers who want to conduct similar research.

A. Conclusion

This research is intended to investigate whether or not indirect written corrective feedback is effective in teaching senior high school students' writing skill. According to the previous chapter that presented the computation result in the research findings and the discussion, there is significant difference on writing skill between students who got indirect written corrective feedback and students who do not get indirect written corrective feedback. Underline mark and codes given to students' writing make them to be more engaged to have deep learning to their errors in writing they have made. Thus, the experimental group gained more about the important aspects in writing, such as content, organization, vocabulary, language use, and mechanism, rather than the control group that given underline mark and directly provided the correct form of their errors.

This fact can be seen in the mean score calculation of pre-test and post-test gained by the two groups. The increasing point of the experimental group was 12.57, points from 68 to 80.57. Meanwhile, the control group increased 6.63 points from 68.20 to 74.83. It means that the experimental group gained higher mean score rather than the control group as described earlier. Furthermore, since the data of this

research were normally distributed (0.195 > 0.05) and (0.190 > 0.05); the variance of the data is homogeny (0.147 > 0.05) and (0.289 > 0.05); there is no interaction between covariate (pre-test) and dependent variable (0.499 > 0.05); and there is linier relationship between covariate (pre-test) and dependent variable (0.00 < 0.05), ANCOVA can be conducted to test the hypothesis.

The statistical hypothesis of significance level 0.05 that is calculated using SPSS 20 version showed that the significance value is lower than α (0.000 < 0.05). It indicates that the researcher has enough evidence to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). It means that there is significant difference on writing skill between students who got indirect written corrective feedback and students who did not get indirect written corrective feedback. Therefore, it can be concluded that indirect written corrective feedback is effective in teaching writing skill of tenth grade students of MAN 2 Kediri.

B. Suggestions

After conducting this research, in regards with research's conclusion above, it leads to several suggestions for English teachers, for students, and for other researchers.

1. Suggestions for English Teachers

English teachers are truly suggested to use indirect written corrective feedback as their technique in giving feedback to students' writing. It is because teachers can more engage students in the learning process through this kind of feedback. They may start using it by focusing on certain aspect of writing to

increase. It is intended to ease students to improve their self-correction ability step by step.

2. Suggestion for Students

Students are suggested to always be highly motivated when the teacher engage them in deep learning toward their error they have made in writing. The researches hopes that through indirect written corrective feedback given, they can increase their knowledge toward writing aspects to train their writing skill.

3. Suggestion for Other Researchers

This study was conducted in the ten grade of senior high school level. Therefore, the further researcher can try to find out the effectiveness of using indirect written corrective feedback in different level. Then, this research utilized recount text as the instrument test to measure the students writing skill. Thus, further researchers are able to use indirect written corrective feedback with another kind of text, narrative and report text for instances. Last, the indirect written corrective feedback has been investigated in this research was by underlining and giving codes to the students' error, further researchers are able to investigated indirect written corrective feedback by combining it with metalinguistic feedback. Thus, the codes given are also completed with linguistic explanation in the margin of the paper regarding to the error made.