

V. CONCLUSION AND SUGGESTIONS

This final chapter proposes the conclusion of the study and some suggestions for further research.

5.1 Conclusion

In reference to the discussion of the research in the previous chapter, the researcher comes to the following conclusion:

There is a positive effect of teacher error feedback towards the students' descriptive writing accuracy. We can see that from the improvement difference of mean (7.9 enhancement point and 2.9 enhancement point for experimental and control class respectively) between these two classes. There is also a difference in accuracy between students who have been given teacher error feedback and those who have not. It can be noticed from a significant difference of results between students' descriptive writing accuracy of those who have been given teacher error feedback and those who have not. It also can be seen from the result that the mean score for Draft 3 of experimental class' students (72.26) is higher than the mean of control class' students (65.43). The difference can also be observed in the improvement of the mean between both classes. There is an enhancement of mean

in the experimental class from Draft 1 (pre-feedback) to Draft 3, from 64.36 to 72.26 (7.9 point of enhancement). There is also an increase of mean in the control class from Draft 1 to Draft 3, from 62.53 to be 65.43 (2.9 point of enhancement).

The result of this research confirms previous experts' researches that teacher error feedback is indeed has positive effect and very useful in improving students' descriptive writing accuracy.

5.2 Suggestions

In accordance to the conclusions above, the researcher would like to give some suggestions as follow:

1. Suggestion for the Teacher

Since the study shows that teacher error feedback, and to be more specific, written feedback has effect towards students' writing accuracy then it may be put into consideration to be used if the teacher wants to improve the students' accuracy on descriptive writing. This can be done by giving the students the indirect written feedback from the teacher as the one done in this research.

2. Suggestions for Further Research

- a. In this research, the researcher has only utilized Descriptive writing task as the tool to measure students' writing accuracy. Further researcher can employ wider types of text to get more reliable data about the students' accuracy in other types of text.
- b. The statistical test reveals significant effects of the treatment on overall accuracy. Since the research has limitation, it may be beneficial to focus on more specific individual aspect of accuracy, such as on the lexical accuracy, semantic accuracy, etc.
- c. The measurement tool used to measure students' overall accuracy in the research is only error-free T-units per T-units ratio. Further research may use other measurement tools, such as: Polio's Holistic Scale and Error Count with or without Classification.