

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use teacher's indirect feedback as an additional step in teaching writing and for those who want to conduct similar research.

5.1 Conclusions

The objective of this research is to find out whether there is improvement of students' ability in writing descriptive text after the implementation of teacher's indirect feedback. In relation to results of the study, it was concluded that:

1. Teacher's indirect feedback can significantly improve students' ability in all aspects of writing. From the statistical result in the previous chapter it can be seen that t-value (21.506) was higher than t-table (2.052) and the significance value (0.00) was higher than 0.005. So, it can be said that teacher's indirect feedback is a suitable technique to be applied in revising stage of teaching writing because teacher's indirect feedback can make the students be able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made.

2. Teacher's indirect feedback is very useful to improve students' descriptive writing ability especially in mechanical aspect since the mean score was improved from 7,78 (pretest) to 13.33 (posttest). It is because indirect feedback can encourage the students to improve their performance in writing by solving the problem themselves and mechanical errors are among the most correctable.

B. Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Suggestions for English Teachers

- a. English teachers are suggested to use teacher's indirect feedback as a technique that can be used to improve students descriptive writing ability. Since through teacher's indirect feedback students become more active and autonomous in the learning process.
- b. To make students familiar with teacher's indirect feedback, the teachers should use consistent and standardized methods to indicate to their students the type and place of errors. Lists of symbols has proven useful if the teacher first trains the students on their meaning and what is expected from the students when a certain symbol is used.

- c. English teachers may start using teacher's indirect feedback by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their self-correction ability step by step.
- d. In applying teacher's indirect feedback, English teachers have to consider students' need and in what aspects of writing their weaknesses is. It should be done in order to make the given feedback more useful and accurate in improving students' writing ability.

2. Suggestions for Further Research

- a. This study was conducted in the Senior High School level. Therefore, the further research can try to find out the effect of using teacher's indirect feedback in different level.
- b. In this study, descriptive text was employed as the media to measure the improvement of students' writing ability after the implementation of teacher's indirect feedback. Further research can try to apply teacher's indirect feedback with another kind of text, recount and report text for instances.
- c. Since in this study the researcher only used 15 codes of indirect feedback, the further researcher are suggested to add and use more codes as much as possible.

- d. Obviously, the students' score were still low in organization and vocabulary aspect. Thus, the further research is suggested to find out another alternative strategy to improve students' writing ability particularly in term of organization and vocabulary.