CHAPTER V
CONCLUSION AND SUGGESTION

A. CONCLUSION

Written Corrective Feedback has an important role for students in giving and providing information. Moreover, at SMA N 1 Tigo Nagari Kab. Pasaman, the researcher found that the kind of students’ errors that were corrected were organization, content, vocabulary, language use, and mechanics. The teacher corrected the error in two ways, they were direct and indirect corrective feedback. The teacher mostly combined both of the type to correct students’ error. However, some texts were corrected by using indirect corrective feedback and one document that corrected by using direct corrective feedback only. Thus, indirect correction is more valuable than direct correction. It happens because indirect corrective feedback guided the students to think about their errors and revised it by themselves.

However, written corrective feedback helped the students to maximize their potential at different stages of training, raise their awareness of strengths and identify the actions to be taken to improve performance. A good response can improve students’ motivation and interest in learning process especially in writing. In this research, students’ response toward written corrective feedback of grade eleventh at SMAN 1 Tigo Nagari Kab. Pasaman was categorized as a good response. The researcher found that students have positive response in feeling and reaction toward written corrective feedback. Although the students did not
do “quite invested” in action but they learnt from the teacher’s corrective feedback in their first assignment to improve ability in their next writing assignment. Thus, it explained that written corrective feedback is used effectively and efficiently.

B. SUGGESTION

As stated previously, it described the teachers written corrective feedback in teaching writing and students’ response toward it at eleventh grade of SMAN 1 Tigo Nagari Kab. Pasaman. Based on the research finding and the conclusion in this study, the researcher would like to gave the several suggestions. The researcher gave some suggestion to English teacher to always gave correction toward students’ writing assignment to improve their writing ability in writing text. Every students need correction from the teacher because they want to know their mistakes in writing. Feedback that teacher gave toward students’ assignment would gave positive effect to the students in writing skill.