Chapter Five

Conclusion and Suggestion

This chapter provides about the conclusion of this research. It provides conclusion of the background of this research. Besides, it also contains the summary about how this research was conducted by the researcher. In addition, it also provides the conclusion of the findings of this research, and these findings are based on two research questions. Last, this chapter also contains about suggestions.

Conclusions

The reason why the researcher chooses written feedback to be focused in this research because written feedback is still being implemented by the teachers at EED of Universitas Muhammadiyah Yogyakarta. In EED of Universitas Muhammadiyah Yogyakarta, there are two types of feedback which are most provided by the teachers. These are written feedback and oral or spoken feedback. However, this research only focuses on one type of feedback which is written feedback. The reason of why the researcher only focuses on written feedback is because written feedback is important to be provided. According to Elashri and (2013), feedback is an important aspect especially in writing process and it plays crucial role in learning the writing skill.Eventhough, the teachers know that written feedback is important, why sometimes teachers do not provide written feedback for their students. It means the teachers have their own beliefs and reasons in giving or not giving written feedback. Therefore, there are two research

questions that the researcher had made in order to know teachers' beliefs and reasons in giving or not giving written feedback for the students.

This research is under qualitative research. This research design is selected by the researcher because this research aims to explore or to know teachers' beliefs and reasons in giving or not giving written feedback. Besides, the researcher of this research selects descriptive qualitative for this research. The descriptive qualitative is chosen for this research in order to be able in explaining the findings about teachers' beliefs and reasons. Moreover, this research is conducted at EED of Universitas Muhammadiyah Yogyakarta because the researcher is still is studying at EED of Universitas Muhammadiyah Yogyakarta. It means that the researcher knows the staff members and who work at EED of Universitas Muhammadiyah Yogyakarta.

The participants are three teachers who are experienced teachers, especially three teachers who had taught the researcher of this research. Besides, the researcher chooses three teachers who have been teaching for two years experience in teaching. Besides, the researcher also asks other students, so the participants of this research are depending on the students' answers. From students' answer, the researcher selects three teachers who are most voted by the students.

In conclusion, the findings of this research answer related to two research questions. This is the conclusion of first research question about teachers' beliefs in giving or not giving written feedback for the students. This research found that

written feedback is important, and written and oral feedback are completing each other. Besides, this research also found that written feedback is more effective than the short written feedback. Next, the teachers state that written feedback is given based on students' level. Last, one teachers believe that written feedback should be balance. It means that the teachers should provide written feedback that also appreciates what students' had done.

Here is the conclusion of the findings that answer the second research question about teachers' reasons in giving written feedback. These findings are from the participants or the teachers who are involved in this research. Here, the findings are focused on the teachers' reasons in implementing written feedback only. First, teachers provide written feedback because written feedback has a record or a mark that students can open. Besides, written feedback improves students' works. Last, written feedback is important for the teachers.

This is the summary of the findings that answer the second research question about why teachers do not provide written feedback for the students. The first finding, the teachers do not provide written feedback because sometimes written feedback can demotivate students. Besides, teachers do not provide written feedback because writen feedback is not necessarily given in some cases. Last, teachers do not provide written feedback because written feedback takes times.

Suggestions

By looking at the findings of this research, there some suggestions which are for the teachers, students, institution, and other researchers.

Teachers. The findings show that all participants stated that written feedback is important. It means that the teachers should realize the importance of giving written feedback. By looking at the findings, the teachers should provide a clear description or explaination on the written feedback. Besides, this research also shows teachers reasons in giving or not giving written feedback. It means that, by reading this research, teachers should know what things that should be prepared before giving written feedback.

Students. It is important for the students to know teachers' aims in giving written feedabck, so the students will not ignore the written feedback implemented by the teachers. Besides, by knowing the findings of this research, the students should have their own view to ask the teachers to provide written feedback.

Institution. It is important for the institution to know that written feedback is important. It shows that, by knowing the findings of this research, the institution will ask the teachers to provide written feedback for the students by putting written feedback on the regulation.

Next researchers. For the next reseracher who wants to do a research related to written feedback. The researcher of this research welcomes the next researcher who wants to use this research as his or her resource. The next

researcher is welcomed in order to enrich the findings of this research, especially about strategies, and students' perception about teachers' written feedback.