Chapter Five

Conclusion and Recommendations

This chapter is presented to sum up the research result. Besides, in this chapter the researcher also gave recommendation to the people who related to the discussion of this research.

Conclusion

This research discusses about the teachers' of EED of UMY perception about their written feedback on students' writing. Writing as one of the language skills is a compulsory skills to be mastered by language students. Moreover, written feedback is considered to be beneficial for students' progress of performance in writing. Besides, teachers' written feedback also exist at EED of UMY so the study on teachers' written feedback is essential to be conducted at this department. This research has two main discussions which are about the teachers' attitude toward their own feedback and the teachers' obstacle together with their solutions to solve their obstacles in providing feedback to students' writing. Those two discussions were discussed based on the EED of UMY's teachers' perception. This research was designed as qualitative research and the approach was case study. There were three research participants to be interviewed to gather the data. The researcher conducted the research since September, 2015 until June, 2016.

The finding of this research has answered two research questions. The first research question is about the teachers' attitude on their own feedback. The

second research question seeks the teachers' obstacles and strategies to solve the obstacles in providing feedback. To sum up the result of this research, the researcher presents the conclusion below:

First of all, the findings discovered that teachers of EED of UMY have positive attitude toward their written feedback. It can be seen that according to teachers' perception, their written feedback give positive roles to students writing development in terms of giving input to students' writing, motivating students in performing better in writing and reducing students' errors in writing. Moreover, related to the components affected by teachers' written feedback, all participants reflect the positive indication in which teachers' written feedback makes the components affected such as organization of idea and grammar become more systematic and understandable. Lastly, the types of feedback that mostly provided by the EED of UMY teachers are various. The integrated feedback is mostly provided because the feedback on both grammar and content are more valuable to students' improvement in writing. Indirect feedback is mostly provided rather than direct feedback because it makes the students actively learn and do self-correction. Others written feedback applied are positive and negative feedback, coded and un-coded feedback and elicitation feedback. From those, the EED of UMYs' teachers have positive attitude on the integrated and indirect feedback.

Last, the research discovered that the teachers' of EED of UMY have some obstacles in providing feedback. The obstacle is about how to provide the appropriate teachers' written feedback to be meaningful for students' writing enhancement. The meaningful one means the feedback that do not overwhelm,

understandable, and do not discourage students' motivation in writing. The second obstacle is how to deal with the teachers' written feedback that takes time. In addition revealing the obstacles, the data gathered also shows about how to solve the obstacles. The strategies are focus on the certain components to be corrected in each draft, make the assessment rubric, and focus not only in correcting students' error but also in appreciating students' good side.

Recommendations

After the finding has been exposed, the researcher proposes some recommendation deal with this research. The recommendations are aimed at the students, teachers and the next researchers.

Students. The result of this research is able to make the students' become realize that teachers' written feedback is important to their writing improvement. The teachers' written feedback can be beneficial for students' writing improvement if the students put their attention on the feedback given and do not put aside the feedback, meanwhile the students make some correction and deep understanding on the feedback given. That is why the recommendation for the students is to put attention on the written feedback delivered by their teachers on their writing.

Teachers. Additionally, the researcher of this research recommends the teachers to provide their written feedback appropriately, clearly and do not overwhelmingly. It is done in order to make the written feedback given meaningful and can be beneficial for the students' progress in writing.

Future researchers. At last, this research contains the narrow discussion about teachers' written feedback in EED of UMY context only, so the future researchers are recommended to conduct the research regarding the topic of this research with the other discussion and other context.