

## **Chapter 5**

### **Conclusion and Recommendation**

This chapter contains the conclusion of this study. This study sums up all the findings after conducting an interview to reveal the research questions. This chapter also proposes a suggestion which is expected to be useful for next research and other researchers as a reference.

#### **Conclusion**

The main objectives of this research were to reveal the reaction of the students after getting feedback of the teacher in weekly journal activity and types of feedback preferred by the students. This study was conducted as English Education Department of Universitas Muhammadiyah Yogyakarta used weekly journal activity as an activity to develop students' ability on writing where the feedback sometimes was given by using mixed language and circling or underlining the error in students' work. Therefore, by investigating the model of the teacher on giving feedback on weekly journal activity, this study aimed to reveal the reaction and favorite feedback of the students.

To conclude this study, the students believed that feedback of the teacher could make the students enjoy learning certain materials. The students said that funny feedback made them easy to remember the comment or suggestion given by the teacher. Second reaction showed by the students, students also showed demotivation

after getting feedback. The students expressed that feedback could make them demotivate on learning as the feedback was not appropriate to their expectation. However, other students had different problem which could make them unsatisfied on learning. Unclear feedback was as matters for those students since it made them reluctant to update their knowledge especially to re-read and identify their error on writing.

One of the findings showed that feedback in weekly journal activity could give them satisfaction on learning. Students stated that feedback given by the teacher helped them to develop their ability especially on writing as they had a reference showing their error that should be improved. Overall the students felt satisfied because the teacher could give detail feedback to the students.

The last finding regarding the reaction of the students after getting teacher's feedback in weekly journal activity was making students curious. Students argued that feedback, which made students curious, increased students' motivation on learning as they were impatient to wait the result, comment, and improvement. Thus, from the findings above, this study concluded that the teacher's feedback given by the teacher in weekly journal activity contributed positive effect such as making student's curious, creating positive attitude, giving satisfaction and enjoyment on learning. Moreover, feedback also gave negative attitude, but it could be changed to give positive as long as teacher paid attention and improved several points such as showing good behavior, putting exciting feedback, and giving detailed feedback.

Furthermore, regarding types of favorite feedback of the students, there were two kinds of feedback preferred by the students, but the most favourite feedback of the students was written feedback. First was written feedback. Mostly, all the students said that written feedback was easy to improve their ability on writing because the teacher underlined and showed the mistakes. Besides the method of the teacher on giving feedback, the use of language in feedback was funny such as using mixed language. For instance, mixed language was “Kowe ki nulis opo?” and “ Iki English Jowo”. Although the feedback used mixed language, this study did not find if the students faced interference language on comprehending the feedback.

Second type of feedback preferred by the students was oral feedback. Oral feedback became second choice for the students as this feedback was easy to offer a confirmation regarding some cases in learning process. The students considered that oral feedback was simple and fast to ask a question to the teacher. However, some students delivered their argument regarding oral feedback. The students did not like accepting feedback which used high tone on delivering. They considered feedback using that style was a feedback that made them demotivated. Moreover, delivering feedback must not disgrace them in public, but feedback must be able to encourage them to learn.

### **Recommendation**

**Teacher.** Before delivering feedback to the students, the teacher must pay attention how to build good atmosphere especially to make the students excited to

read the feedback. To make the feedback was interesting, the teacher could maximize the use of language to stimulate the students to read the feedback and develop their ability.

**Future researcher.** For the next study, this study hoped the next researcher could make a research regarding students' favorite feedback and reaction of the students after getting feedback deeper and take more participants than this study. This study also recommended to the next researcher to use quantitative research to reveal the amount of the students who showed certain reaction more accurate and reliable.