# CHAPTER V

# CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions. The conclusion summarizes the research results based on the research problem. While suggestions for giving advice to students, lecturers and further researchers.

* 1. Conclusion

Based on the findings above, it can be concluded that in this study the dominant types of corrective feedback given by the lecturers to the student text was unfocused feedback, particularly on junior students. The lecturer gave unfocused feedback with a frequency of 16 occurrences in four student texts. The topics that were corrected were not specific but were corrected as a whole text such as text structure, writing format, grammar error, punctuation, the text ideas and the contents of the text in detail. Most lecturers provide unfocused feedback to junior students because this level of writing is quite complex as in writing a research proposal. While the lecturer tended to use focused feedback to freshman with a frequency of 6 occurrences in two student texts. In this study, the lecturer gave grammatical error in the form of subjective verb agreement, conjunction, modal verb and the idea of the text. In this case, the level of writing is still basic and this type is dominated and devoted for the freshman. Therefore, the contribution of written corrective feedback at two different grades can stimulate students' attention to their mistakes as well as increase students' motivation in improving their writing skills.

* 1. Suggestions

Based on the result of the study, this research proposes to give some the suggestions as follow:

1. For the Students

For students, they can learn from any written feedback given by the lecturers on their writing. It is intended for students to easily compose a good English afterwards.

1. For Lecturers

For lecturers, especially those who teach writing skills, there are many types of written corrective feedback. The lecturers should vary in providing feedback on the results of student’s writing. In this case, the lecturers can find appropriate corrective feedback strategies and can give appropriate feedback to the students' writing level. Thus, they can improve the level of students' writing skills.

1. For Future Researchers

For future researchers, this thesis can be a reference for their thesis. They can try other types of written corrective feedback not only the focused and unfocused corrective feedback. Moreover, it examines the students or the lecturers’ response to the use of written corrective feedback.