CHAPTER V
CONCLUSSION AND SUGGESTION

This chapter describes the summary of the research based-on research findings in previous chapter. This chapter deals with two parts namely conclusion and suggestion. The first part presents the conclusion derived from the study. The second part presents the suggestions intended for the teacher, the students, and other researchers.

A. Conclussion

1. The researcher found the type of online corrective feedback that the most frequently used were direct corrective feedback and unfocused corrective feedback. Direct corrective feedback was always found in every students' worksheet. The total was 31 (55.36 %) which was provided by the teachers. In addition, it was also found that unfocused corrective feedback was the most frequently used by the teachers, the total was 8 (14.28 %).

2. Despite there were types of online corrective feedback, the researcher also summarized the effective types of online corrective feedback based on the questionnaire. It was direct corrective feedback and unfocused corrective feedback. Direct corrective feedback was the most understandable type in evaluating students' writing It was found 77.78 % (F=7) participants stated strongly agree that direct corrective feedback was understandable in evaluating their writing, and direct corrective feedback was also the most effective corrective feedback. It was found 66.67 % (F=6) participants stated strongly agree that direct corrective feedback could improve their writing

skill. In addition, it was also found that unfocused corrective feedback was also the effective corrective feedback, It was found 55.56 % (F=5) participants stated strongly agree that unfocused corrective feedback could improve their writing skill. It was also the most understandable corrective feedback It was found 66.67 % (F=6) participants strongly agree that unfocused corrective feedback was understandable in evaluating their writing.

B. Suggestion

In general, suggestions in this research are divided into three parts, the first part is suggestion for students, the second suggestion is for the English teachers, and the last is for other researchers. The suggestions are:

1. For the students
   a. The students should be active to write and revise their writing. They should really employ the teachers' corrective feedback.
   b. The Students must be more enthusiastic and trained to learn English even though teaching and learning activities are carried out by online system, so they can be more fluent in English especially in writing text in English.
   c. The students also expected to remember the feedback that has been given by the teacher in order that they are not repeating the errors in their future writing.

2. For the teachers
   a. The teachers should provide the written corrective feedback clearly to avoid students' miscommunications when they receive the result of their writing which provided corrective feedback.

b. The teachers should be more active and creative in online teaching for make the students more enjoyable in learning English as foreign language. They must arouse students by providing motivation to students, so that what has been taught can be understood more quickly by students.

c. The teacher should give corrective feedback wisely, it might be able to decreasing the potential of discouragement and also able to increase students' motivation in learning more.

3. For the other researchers

a. The researcher suggest this research can be one of the references in conducting some researches for better results especially about students' writing problem and of course it can be useful for students, teachers, and others in education field.

b. The other researchers need to consider the teachers that will be involved, since the teacher is the main subject in the study.

c. For the other researchers, it would be better to dig deeper each strategy of feedback applied by the teacher in this study and the effect of feedback strategies for the student.