

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter shows the conclusion of the study and the recommendation for future research.

#### 5.1 Conclusion

Feedback is meant to explain the students how far they understand the materials and how should they do to achieve learning goals. Feedback can be delivered in two ways; oral and written feedback. Oral feedback is feedback given by the teacher verbally. Meanwhile, written feedback is generally given in written form (comments or symbols), especially in students' writing. Feedback is important for students to improve students' writing as it facilitates students to edit error, reduce students' error in their writing, and improves students' understanding of grammatical rules. This study aims to examine how coded corrective feedback affects students' new pieces of writing, and to examine to what extent coded feedback affects students' writing.

Finding shows that errors in students' tasks and the test were decreasing in almost all categories. In the first and third tasks, the errors in all categories were decreasing after students received coded CF. However, in the second task, the errors were decreasing, but not in all categories. Article and sentence structure errors were increasing even students received coded CF. As a result, the errors in students' tasks and test were decreasing only in treatable categories (verb, noun-

ending, and article errors), but not in untreatable categories (wrong words and sentence structure errors).

Moreover, finding also shows the content score of students' writings was increasing after the students received feedback from the teacher. Yet, it decreased whenever students wrote new topics of their writings. For the first until the third tasks, the content scores were increasing after students received feedback. In the test, the content score was also increasing.

The results of this study show that when students received coded CF from the teacher, they mostly did an improvement in decreasing errors and increasing the content score on their writings. However, when students wrote new pieces of writings, they tend to make an increasing number of the errors again. So the implication is coded CF can be used by teachers as feedback in writing class, especially in giving feedback in grammatical features and content.

The strength of this study lies on the design of the study. First, the treatment given was also different both previous study and this study. In previous study, firstly, students were given a short reading and asked to respond to a question existed by giving their opinion and supporting it. In this study, students were given a topic not a short reading, and they have to give their opinion and support it by giving a recitation. The students' writings tend to be open-ended writing tasks.

Second, while the previous study only gave coded CF in once and in one text, in this study the teacher gave coded CF three times and in three texts in case those students can use the feedback in long-term progress. Third, in the previous study, students were divided into three groups; coded, un-coded, and no feedback. In this study, students only received coded-corrective feedback which is the most favourite feedback that students want to be given. The last, in the previous study only focus on grammatical features, but in this study, the focus is both grammatical features and content.

## **5.2 Recommendation**

The finding of this study is similar to Ferris & Roberts (2001) in that coded CF was successful in decreasing the total numbers of errors on students' writings, and also . Yet, the decreasing numbers of errors were only in treatable categories (verb, noun-ending, and article errors), were not also in untreatable categories (wrong words and sentence structure errors). Moreover, this feedback still can't be used as long-term feedback since the students still made an increasing number of errors when they wrote new pieces of writings, even in each task still has same context.

Wrong words and sentence structure errors are the categories that were still increasing after receiving coded CF. As the categories that still have the increasing number of errors, the future research is needed to discuss and suggest some strategies to decrease the errors of those categories.