

CHAPTER V

CLOSURE

A. Conclusion

This study was aimed to find out the teacher's corrective feedback in writing activities. There were two main research questions to answer in this study. The first question was about the kind of teacher's corrective feedback in writing activities. The second research question was about how does the teacher apply corrective feedback in writing activities.

Based on the results of teacher's corrective feedback in writing activities of 85th grade at English UPB of UIN Antasari Banjarmasin, it can be concluded that:

1. There are three kinds of teacher's corrective feedback in writing activities, direct corrective feedback, indirect corrective feedback, and metalinguistic corrective feedback.
2. The teacher applied corrective feedback in the writing activities directly. When the teacher gave the student task or assignment, the students surely always collect it to the teacher. The student came to the teacher and asking about their task or assignment. The teacher directly look into or control their mistakes and the teacher directly said about the students' mistakes. At that time the student can correct their mistakes until clear. The teacher clearly indicates the students' mistakes in writing and then the teacher put the correct form to their error word directly.

B. Suggestion

1. For the teacher. To further improve the students' abilities, the teacher should not only give the task of writing sentences, but also writing in the form of paragraphs or a kind of recount text, considering the level of students is quite high. The teacher not only just gave written corrective feedback but also oral corrective feedback at the next meeting so the student can more understand and should more notice about their writing's mistakes. The teacher also expected to be able to combine the three kinds of corrective feedback, not only direct corrective feedback.
2. For the students. The student should be more active to write and revise their task to get the better skill in writing. And the student should pay attention to the teacher's corrective feedback and learn it well, so the student can understand about their mistakes.
3. For other researchers. Because of limited of time, the researcher just observed for four times, there are many weakness that could be seen. Other researchers may follow up this study and could investigate in the best way to get the result more satisfactory, and result of this study can be used as references of the research.