

CHAPTER V

CLOSURE

A. Conclusion

The purpose of this study was to investigate the corrective feedback offered by lecturer on students' thesis. The primary objectives of this research were to answer two different research questions. The first inquiry concerned the different forms of corrective feedback offered by lecturer on students' thesis. The second question that needed to be answered by the research was about students' preferences toward the feedback.

Based on the results of teacher's corrective feedback in students' thesis draft and interview at English Department of Antasari State Islamic University Banjarmasin, it can be concluded that:

1. There are two types of lecturer's written corrective feedback in students' thesis draft, direct feedback, and indirect feedback. Direct feedback divided into four categories: deletion, insertion, substitution and reformulation. Meanwhile indirect feedback divided into three categories: code, uncoded and comment.
2. Students prefer to have written corrective feedback in direct form. Most of the students prefer to have this type of feedback because it is easy to understand and helps them in the revision process. Besides that, this type of feedback makes time for revising their thesis more efficient.

Although this study reached its aims, there were still some limitations of this study. Therefore, the findings of this study cannot be generalized to all contexts.

It was because the subject of this study was an advance English students and conducted only in one institution.

B. Suggestion

From the research result, discussion and conclusion which is discussed above, researcher wants to give suggestion as follows:

1. For lecturer, to assist students in revising their thesis, the lecturer should provide corrective feedback that is easily understood by students. The teacher also expected to be able to exploring other type of feedback to match what type of feedback that is more effective in the future.
2. For students, in case where students only get indirect feedback, students should have the initiative to ask the lecturer again about the part they do not understand. Another alternative that students can do is to record the conversations during consultation. When they get home and there are some feedbacks from lecturer that is not remembered, the student only needs to play back the voice recording taken during the consultation.
3. The researcher strongly recommended for others researchers who are interested in conducting a forther similar study to broaden the scope of their study. It seems interesting to do a deeper investigation on the types of written corrective feedback and stuidents' preferences at different level of English learners