

CHAPTER V

CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusion, implication and suggestion. The explanation of each point is presented below.

A. Conclusions

Finally, both of the cycles in this action research were completely done. The research began in November 2nd and ended in November 28th 2011. In both of the cycles, the researcher implemented the method of giving feedback and some activities in implementing the method such as group work, discussing the answers, discussing the answers and making sentences. In Cycle 1 there were successful and unsuccessful activities but *Alhamdulillah* in Cycle 2 all the activities could be classified as a successful method to improve students' writing ability. It could be seen from students' involvement, students' opinion, and teacher's opinion about the actions. They are presented as follows.

1. The Actions in Cycle I

In this cycle, the researcher applied the feedback method in order to improve students' writing ability. There were three meetings in this cycle. In the first, second and the third meeting, the researcher asked the students to make their best recount text used as a practice and as a way to measure students' understanding in forming a well organized sentence. First the researcher gave them the materials as in the syllabus, and then the researcher gave them the feedback method as the last activity. This method applied in the last activity

because it functioned as a key to unlock their mind about any general mistakes they had made in forming sentences. Besides, it was used in order to check their understanding about how to make well organized sentences in a paragraph. On the third meeting the researcher applied the feedback method as the warming up. The aim of this activity was to make the students ready for the next activity. In this cycle, there were successful and unsuccessful results.

a. The successful results

- 1) Group work activity was successful.
- 2) Discussing the answers was successful.
- 3) Making sentences was successful.

b. The unsuccessful actions

- 1) There were still some students who did not bring a dictionary on the teaching and learning process.
- 2) There were still some groups who made mistakes in doing the tasks; most of them got a problem with the vocabulary mastery.
- 3) Discussing the answer can be categorized as the unsuccessful action because there was no one of the students who want to write down their answer in front of the classroom consciously. It seemed as if they were too shy if their answers were wrong.

2. The Action in Cycle 2

In Cycle 2, the researcher still implemented the method of giving feedback and some activities in implementing the method such as group work, discussing the answers and making sentences, but there were some changes in this action.

First, the researcher used some colorful markers to underline any mistakes found. The researcher did this because in Cycle 1 the researcher found that it was quite difficult for the students if they had to write their complete answer on the free space under the answer written on the whiteboard. Second, the researcher asked the students to bring a dictionary. The researcher did this because in Cycle 1 he found that there were some of the students who did not bring a dictionary, so sometimes the class became a little bit noisy because they often borrowed their friends' dictionary. The last, the researcher gave rewards for students who could answer the questions correctly. It was needed to be done because in the activity of discussing the answer in Cycle 1, the researcher still found some students who were shy and afraid to answer the questions. By giving rewards to students, hopefully their motivation increase.

In this cycle, all of the activities in applying the method of giving feedback were successful. Through using colorful markers, giving rewards and asking the students to bring a dictionary, most of the students did not make mistake in doing the tasks. The teaching and learning writing process could run well. Besides, the researcher and the English teacher found that rewards made the students more active and happy. By giving rewards, the students' involvement in discussing the answer increased. Below was the table that showed the differences in writing learning process:

Table 3. The Improvement of Each Cycle

Before the action	After cycle 1	After cycle 2
Some students felt bored.	Students enjoyed the writing learning process through the method of giving feedback.	The students not only enjoyed the writing learning process but also increased their involvement.
The students found difficulties in memorizing the new English words.	Most of the students could memorize the words they consult in dictionary.	Most of the students not only could memorize the new English words but also could use them in the sentences correctly.
The students found difficulties in making sentences in English.	The students were capable in forming new sentences but there were still some of them made some mistakes related to their vocabulary mastery.	The students were capable in forming new sentences after the implementation of giving feedback method.
Some students felt afraid and shy to ask or answer the teacher's questions in English.	There were still some students who were afraid and shy to involve in discussing activity.	There were no students who were afraid and shy again to involve in discussing activity. They all involved actively in the discussing activity.

Overall, it could be concluded that the implementation of giving feedback technique could improve students' writing ability. Through the activities in it, students were able to be familiar with the mistakes they made. They could easier memorize any mistakes they made because it was met several times during the implementation of the method and when they were asked to make new sentences, there were just a few mistakes found. Besides, in this research, the researcher found that the implementation of the method could make them enjoy the learning process.

B. Implications

Based on the result of the study, it was found that the method of giving feedback was capable to improve the students' writing ability in the English

teaching and learning process. They were felt familiar with the mistakes they found. Besides, by the implementation of the method, the students were not felt bored. It implies that the teacher can use the method in writing learning process because it gave some benefits. First, it can improve students' writing ability. Second, it can increase their involvement. Third, it can increase their enthusiasm.

Furthermore, the result of the study indicates that the process of implementing the method of giving feedback could run well because most of the students bring dictionaries with them. The study shows that dictionaries help them to find the meaning of the words that they did not know. It implies that the teacher should require the students to bring dictionaries. Besides, the teacher should also give a wise punishment for students who do not bring a dictionary. A punishment should encourage the students to improve their writing ability.

C. Suggestions

Based on the conclusion and the implications, there are some suggestions for the English teacher and the other researcher. The suggestions are as follows.

1. To the English teachers

The method of giving feedback and some activities in applying the method such as group work, discussing the answer, using colorful markers and making sentences in learning vocabulary could be implemented during the learning process. Moreover, the English teacher may also give rewards to the students during the learning process in order to make them more enthusiastic.

2. To another researchers

Despite of the fact that this research had been conducted and the result had been provided, still it did not change the fact that there were some shortages in this research. So it is necessary for another researcher to follow up this study in order to find more information which may complete the flaw of this research. Therefore, another research or further study is needed here.

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