CHAPTER V

CONCLUSION AND SUGGESTIONS

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This chapter consists of two parts. The first is the conclusion of the thesis and the second is the writer's suggestions that may be useful to English teachers, especially writing teachers.

5.1 Conclusion

No one learns without making errors and so do language learners. As making errors is part of learning, error correction in the classroom is unavoidable. Therefore, students need an assistance in correcting their own errors, that is, a teacher.

It is clear that the teacher corrects students' errors so that students do not make errors again. However, this is wrong as giving a correct model does not guarantee that the students will not make errors again. On the contrary, when the teacher corrects those errors, some problems arise. For example, a writing teacher gives a topic. Each student writes a composition on that topic and submits it. Then, the teacher corrects and returns those compositions with some pen-markings or comments. It has been argued a long time ago that the teachers should not use red pen in correcting. Seeing a composition with a bunch of red pen-markings is discouraging, because the students see only the number of errors they made. It makes them embarrassed. It also makes the students feel their self-esteem slapped. Meanwhile, they also do not get a clear understanding about their mistakes.

The teacher also gets a problem. He or she cannot explain more fully, clearly and supportively how a composition can be improved with this way. Besides, he or she has to spend a lot of time going through those compositions by circling errors, with a pen, drawing arrows, and giving comments, or simply marking through and rewriting some parts of the compositions. The teacher also feels that correcting composition with this way is a boring work, especially when he or she has a big writing class.

Working with audiotaped feedback as a feedback in writing provides an interesting activity and it is also a good way to help students become good writers. In addition, it has some advantages. First, it creates a natural setting and a positive climate due the fact that the interaction between teacher and students happens. The comments given on the tape are more detailed and contain more information, so it really helps the students to have clear understanding about their mistakes and then they can correct them. It also gives an opportunity to practice listening.

To find out whether the audiotaped feedback is effective enough to improve students' grammatical performance and idea in writing, the writer uses a qualitative action research that consists of cycles consisting of planning, acting, observing, reflecting, and suggesting for the next planning, etc. The data that the writer got includes the first draft of five compositions of each student, the final draft as the revised draft of five compositions of each student and also the interview.

The result of data analysis, findings and interpretation of the findings shows that the students' progress in grammatical performance and ideas improve.

They can write a description with a good organization, a good grammar, and a right and a detailed description. Besides, they know how to correct their grammatical mistakes because they have got better understanding.

"The man who cannot make a mistake, cannot make anything" (Samekto, 1994), therefore, this technique also has drawbacks. From the interview, there are suggestions to use both written comments and audiotaped ones in order to make things clearer and more easy to understand, especially for a student who has a problem in his/her listening.

5.2 Suggestions

At the end of this study, the writer would like give some suggestions. Hopefully, the suggestions will be useful to teachers, especially writing teachers. They are as follows:

1. Teacher may give an opportunity to the students to correct their compositions by themselves. Giving the students a chance to correct their errors, it will develop their self-critical attitude, so they become more responsible with their own errors.
2. Teacher supports the tape for the students that do not have it. Therefore, the students can listen to the teacher's error corrections and comments and then he/she can correct them.
3. In giving comments, both the teacher and peers must pay attention to the environment – select a quiet place and also they have to use clear voices – speak clear and aloud without rumbling.

4. Before the process of recording, prepare all the preparation whether there is a problem or not in order to make the students can accept the teacher's feeback clearly.
5. In using this technique, the teacher must consider the student's listening ability. It is better to give both written comments and audiotaped ones for a student who has a weak listening ability as a start.
6. Teacher should encourage the students to ask him/her when they have problems in interpreting and understanding his/her error corrections and comments.
7. Both teacher and the students should make a good communication between them in order to have better understanding. Moreover, there is also no misinterpreting in giving corrections and comments.

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