

Chapter V : Conclusion and Suggestion

This chapter presents the overall conclusion on research findings discussed in the previous chapter, followed by several suggestions related to the implementation of corrective feedback strategy in the future. The suggestions will then be targeted to students as the sample, lecturer as the provider, and to the next researchers who will develop the scope of study in the same area of research.

Conclusion

Based on the study result presented on chapter 4, it can be concluded that corrective feedback strategy have successfully extend and develop students understanding of poetry composition based on how students describe their perception. The implementation have received positive and supportive responses from students based on improvements they made during the process of rearranging their poem. In the other hand, feedback for students can be challenging due to the differences in students' perspective of their poem and lecturer's point of view at the moment the feedback was given. A student might present a leaf while lecturer see a branch of leaves, that is why further experiments on corrective feedback are required in order to discovered the key concept of feedback that best suit the process of learning poetry in university and finally to achieve the maximum output of the strategy.

Suggestion

For students, corrective feedback needs to be seen as the way of achieving maximum result and quality of the product we are working on. As the feedback given, students extra attention on the corrected aspects determine how well is our poem has been upgraded. The more upgrade we make on our poem, the perfect it will be. Any contradictory feedback from lecturer needs to be

discussed in such a way that can help both students' and lecturer's perspectives caught up in a same line.

For lecturers, there are a lot of aspects that need to be considered along with the implementation of this strategy in language learning, such as specific target of the feedback, the types of feedback that suitable for the target assignment, and also consistency from both patterns and the lecturer as provider of the learning strategy. The target of the feedback in poetry as a literary work needs to be set based on the learning objectives for the subject. This point also might consider to be specified whether the feedback's target will be more to the intrinsic element such as theme, simile, metaphor, personification, diction, etc. or the lecturer prefer the extrinsic element such as language features, tenses, etc. Once the target has been set properly, it will be easier for the lecturer to decide which types of feedback that suitable for the specified target.

For the next researchers, it is highly expected to develop the issues on the implementation of corrective feedback in learning English literature in order to achieve broader scope of the study. This paper hopefully can also be the reference for the upcoming researcher to conduct the similar research in the same field so the related issues will have more area to be explored.

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