

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter covers conclusion of the study about the perceptions of the English Department Students on the contribution of the lecturer feedback on their Paragraph Writing assignments and suggestions for the English lecturer as well as to provide possibilities to other researchers to conduct similar study in the future.

#### **5.1 Conclusion**

As ancient as the education itself, the practice of giving feedback has been an inseparable part of learning process and a symbol of the key characteristics of quality teaching (Ramsden, 2003 in Fithriani, 2017). Many researchers have been drawn to conduct study in search of the benevolence in the practice of providing feedback albeit there are some who were not satisfied with the results. This may happen because what constitutes as effective feedback remains unsettled and indefinite (McCann & Saunders, 2009 as cited in Mulliner & Tucker, 2015). Poulos and Mahony (2008) identify the effectiveness of feedback is associated with three main points, being the perception of the feedback, its influence and its credibility. Strijbos et al. (2010) and Fyfe et al. (2014) elaborate the influence and credibility of feedback have been discovered to be related to the student perceptions which will later determine the effectiveness of the feedback.

This study is conducted to find out the perception of the English Department students on the contribution of the lecturers' feedback on the aspects of its advantages,

disadvantages, drawbacks and meaning during understanding the feedback in Paragraph Writing assignments. The subject of the study is the students of the academic year of 2018-2019 who take Paragraph Writing Class during the even semester. The 60 participants are invited to participate in the study by filling the online questionnaire. The researcher then analyzes the result.

On the aspect of meaning, about 45% of the students perceive the lecturers' feedback as suggestion of how to enhance their next performance for their next assignments and 33.3% of the students identify the lecturers' feedback as an explanation of their strengths and weaknesses on their Paragraph Writing assignment. This means that most of the students welcome the lecturers' feedback as positive aspect which contributes towards their learning process.

On the aspect of advantages, about 97% of the students admit that the lecturers' feedback motivates and encourages them to improve and produce a better writing. Additionally, 93% of the students report that the lecturers' feedback helps them understand their performance and focus on their learning goals.

Concluding the results from the combined factors of how the students interpret the meaning of the feedback and the students' perceptions on the aspect of advantages, it is revealed that the presence of the lecturers' feedback has served its purpose to meet the criteria as mentioned by the previous study that feedback is most effective when clearly identifies strengths and weaknesses; has suggestions for improvements; and is constructive and motivating (Hattie & Timperley, 2007; Rucker & Thompson, 2003 in Nelson, 2015).

On the aspect of disadvantages, only about 12% of the students feel less confident after receiving the lecturers' feedback and numbering about 3% of the students feel less interested in exploring new skills. This means lecturers' feedback is no longer seen as giving negative impact on students nor crushing their confidence (Burke & Pieterick, 2010). In search of the result to what Hillocks (1984) says as he claims that that a focus on grammar and error correction might not lead to improvements in students' writing, this study also gives an attempt to find out if a focus on grammar accuracy corresponds to Hillocks' claim and surprisingly, this study reveals different results.

The result shows that most of the students (83%) perceive that the lecturers' feedback makes them more focused on grammar accuracy rather than content. However, when the students are asked about the positive aspect of the lecturers' feedback, 70% of them identify the lecturers' feedback is useful (see Figure 4) and this statement is in synchronous with the previous item number 1 and 2 (see Table 4) as well as item number 9 (see Table 6) regarding the student's perception on the benevolence they receive after reading the lecturers' feedback.

## **5.2 Suggestion**

Based on the findings of the study, the researcher would like to propose a number of suggestions which are expected to bring a noteworthy contribution to English lecturers and further studies for researchers who are interested to explore the study in this particular area.

### **5.2.1 Suggestion for the English Lecturers**

The result of the study shows that there has been positive perceptions among the English Department students on the presence of the lecturers' feedback. Most of the students admit that the practice of the lecturers' feedback has served the aspect needed to give space for an improvement for the learning process during Paragraph Writing class. However, it is worth to highlight that even the lecturers' feedback has been quite successful. Still, there are things that the English lecturers need to pay attention to.

Upon the aspect of clarity (see Figure 5), it is reported that 15 (25%) students have difficulties in understanding the lecturers' feedback given and this result is in synchronous with Table 6. As reminded by Mitchel and Myles (2004) who explain that it is necessary to have interaction with the students in order for them to fathomize the corrections in the feedback. In respect to the previous reason, it is hoped that the English lecturer encourages discussion with the students as soon as the feedback is given so that the students have chance to ask for clarifications and ask questions about the area of feedback where they do not understand.

Concerning from the result of the study which shows that the majority of students (83%) experience that lecturers' feedback makes them more focused on the grammar accuracy and only about 7% of the students manage to stay focused on the content, it is hoped that lecturers' feedback does not only place an emphasis to grammar accuracy but also gives space to the importance of

content by giving more comments on how the students have developed the content and providing the students an insight to develop their content into a better writing.

### **5.2.2 Suggestion for Further Studies**

The researcher realizes that this study is still far from perfect. Thus, the researcher hopes that there will be researchers who will conduct a study on the area where it is not yet explored such as comparing the effectiveness of the lecturer's written feedback and the lecturer's oral feedback or exploring the students' perceptions about the benevolence of giving various types of feedback during writing class.

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