

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter covers the conclusion and suggestion of the study about the students' perception of teachers' written feedback on their writing assignments.

5.1 Conclusion

The aim of this study is to find out the students' perception on teachers' written feedback. The participants were 40 English Department students of batch 2019. The participants were asked to fill in a questionnaire distributed via Google Form link. In addition, 6 out of participants were interviewed.

Based on the data as seen from table 4.1, 91.7% of the students had positive perception on the types of feedback. Most of the students agreed that they have received grammar, vocabulary usage, writing mechanics, writing contents, writing organization feedbacks, praise and suggestions. Besides that, 88.3% of the students (see table 4.2) had positive perception on the teachers' feedback strategies. Most of them agreed to receive the written feedback strategies.

The students (91.75%) comprehended the written feedbacks. Most of them understood the written feedback given on their writing assignments. They (88.7%) also thought that teachers' written feedback were useful. They benefited from teachers' written feedback. The students have positive perception toward the teachers' written feedback.

However, there were some students who stated that the written feedback they received was less clear, and the teacher did not correct their errors. Therefore, the teacher need to apply direct feedback when providing input for students' writing assignments so that the students can directly know the problem indicated and able to correct it.

5.2. Suggestions

As seen from the students' positive perception about teachers' written feedback, it could be concluded that they found it very helpful. Therefore, the researcher suggests teachers to keep providing written feedback for students. From the findings, students thought that the types of feedback helped them to write, but there were several students who thought that the teacher only provided feedback for grammar and mechanics. Therefore, the researcher suggests the teacher provide writing feedbacks for all aspects of writing equally.

The researcher hopes that there are other researchers who carry out research on the similar topic and conduct a study on area that is not yet explored in this research. This research is limited to the students' perceptions. This research is far from perfect and the data were limited to the students' responses on questionnaire and interview. The next researchers are suggested to use different instruments and subjects to get more information about the teachers' written feedback. The researcher also suggests that further research should not only examine perceptions but also the use and impact of teachers' written feedback.

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