# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion based on the finding and discussion of the study.

## 5.1 Conclusion

Since writing is a process of language learning that teachers focus more on the process of writing itself rather than the final product of students writing, it is important for teachers to consider providing feedback to students. Providing feedback teacher feedback (direct and indirect) and peer feedback can be chosen as a strategy to help students correct their mistakes. It needs some considerations before applying teacher feedback or peer feedback in their classes.

In accordance with the findings of students' questionnaire, it can be concluded that most of English Education Program students had positive perspectives toward teacher feedback (direct and indirect) and also peer feedback. The findings showed that more than 80% of students agree that both teacher feedback and peer feedback are effective to give students comments and suggestion in their writing. Overall students showed their good perspective toward feedback in writing class, although peer feedback had less percentage than direct teacher feedback. The findings also showed that direct teacher feedback had higher percentage than indirect feedback in correcting students' writing. Anyway, both direct teacher feedback and indirect teacher feedback are effective to be applied in writing class but teachers need to consider some benefits and weaknesses of each types of feedback since it brings different effect to students writing.

**5.2 Suggestion**

Based on the existing findings, there are some suggestions for English teachers and lectures. Teachers and lectures should consider the best type of feedback to be applied in their writing class so students may not face difficulties when receiving a feedback. Teachers and lecturers should also know benefits and also weaknesses from each types of feedback since they bring different effects for students' development of writing. By knowing students' perception toward teacher feedback and peer feedback, hopefully later on teachers and lecturers can decide the appropriate feedback for their students.

Besides, hopefully this research can be used as references to conduct further research that is similar and related to teacher feedback and peer feedback. Since this study is very limited in terms of selecting participants, the researcher suggests future researchers to collect the data from classes which the participants are still in the process of learning writing so they can express well their perception as their recent experiences of receiving feedback.