

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1. Conclusion

Based on the research that has been done regarding students' perceptions on teacher's written corrective feedback in English classroom at SMP N 1 Percut Sei Tuan, the conclusion could be drawn as follow:

This research focuses on students' perception of teacher's written feedback in writing a descriptive text. The responses were obtained from a close-ended questionnaire distributed to 29 students. There were 15 statements and four indicators, including students' perceptions of the forms of feedback, the clarity of feedback, the students' feelings after accepting feedback, and students' actions after accepting feedback. The questionnaire revealed that the majority of the students gave a positive perception. They assumed that teacher's written corrective feedback is assisted for them. It can assist them in improving their writing, they believed that corrective feedback from their teacher will guide them to be a good writer, corrective feedback from their teacher also can help them to know their weaknesses and how they can make it better.

#### 5.2. Suggestions

After presenting the conclusion, the researcher explained the suggestions for those who will interact or have interacted with students' perceptions on teachers' written corrective feedback as below:

1. Some students said they did not revise their writing after receiving corrective feedback from their teacher. Furthermore, they should improve their strategy on responding to teachers' written corrective feedback by reading the feedback from the teacher. They must learn from their own mistakes so that they will not make the same mistakes.
2. From the findings, some students stated that the teachers' written corrective feedback was sometimes unclear, in terms of teachers' handwriting. It means that teacher should provide the clear feedback and use simple language. So, the students know what the feedback means and what they do in revising their writing.
3. It is expected to next researchers to conduct research on teacher's corrective feedback at different grade levels and learning topics.