# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

Based on the findings of this research and discussions, it can be concluded that:

1. EFL students' perceptions based on views or expectations of feedback, it was found that the EFL students agree that feedback was encoraged them to do better next time (85.3%; M= 4.13). Based on experiences with feedback, the EFL students' experienced that feedback on their writing explained errors in their writing (90.2%; M=4.25). Based on usefulness or value of feedback, the EFL students' value writing feedback and perceive it useful to help them to be better with their writing (93.4%; M= 4.39). Based on affect or emotions associated with writing feedback, revealed that the EFL students' (47.5%; M=3.46) agree that feedback on their writing makes them feel confident.

2. The types of written corrective feedback EFL students' preferred are unfocused feedback (82%;80.4%;78.7%;M=4.00) followed by focused feedback (78.7%;73.7%; 63.9%; M= 3.95) and direct feedback (77.1%; 73.8%; 70.5%; M= 3.94).

## B. Suggestions

In the end, the researcher would like to provide some suggestions:

### 1. For Lecturers

Referring to the results of this research, the researcher suggests that lecturers continue to provide written feedback to students because the strategy of providing feedback does contribute to enriching students' knowledge because it allows them to engage with the feedback provided. It is recommended to the lecturers writing courses to consider using unfocused feedback because based on the findings the unfocused feedback performance as the most preferred and effective strategy to improve students' writing skills, followed by focused feedback and direct feedback. By combining several types of feedback, it is hoped that students can easily understand and reflect on their mistakes in writing and increase EFL students' enthusiasm when receiving feedback.

### 2. For future researchers

Furthermore, various limitations to this study should be observed. First, despite the high number of participants, they were all from only one university. This research's findings may not be applicable to a broader and more diverse range of students and learning situations. This could involve recruiting participants from a wider range of educational backgrounds, or institutions. Second, this research only considers written corrective feedback. Thus, interested researchers are encouraged to study various feedback-giving techniques in writing class, as well as aspects that may influence students' perceptions and preferences.