

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides a conclusion of the research finding and suggestion for the future research about this topic.

#### **A. CONCLUSION**

As the result of this research, there are three type of feedbacks based on Hyland and one other type of feedback too. The four types of feedback are criticism, praise, suggestion and corrective feedback. Praise, criticism, and suggestion are based on Hyland and Hyland theory, and corrective feedback is based on Roy and Leila theory.

The interesting finding from this research is that while some students said that they do not like criticism feedback, they give a lot of criticism feedbacks when they gave feedback or doing peers. It might be because their writing still have many mistakes. Based on the observation and the analysis of the result in chapter IV, the following conclusions are drawn. :

1. There are four type of feedback that could be found in this research, those are praise , criticism, suggestion, and corrective feedback. The most feedback that they give to their friends as their peer is criticism. As the result of analysis document, criticism could be collected 36%, then

suggestion is 27%, praise is 22% and the last is 15%, it is for corrective feedback.

2. The result shows that most of the student like getting feedback from their friend, it has positive based on the questionnaire and interview.
  - a. Students feel motivated when they get praise feedback. 64% of student stated they feel more serious when they get praise. And only 5% they disagree which statement they feel more serious when they get praise, it means getting praise does not make any effect for them.
  - b. 60% of Students feel that getting criticism feedback makes them to do better. But 21% of students dislike when they get criticism, they feel emotional when they get criticism. And the rest they choose neutral.
  - c. Students feel happy when they get suggestion feedback, more than 50% students choose that suggestion feedback help them in the way they do their work.
  - d. Students feel help when they get corrective feedback. more than 50% students choose corrective help them to have better writing.
3. The result of the interview showed that there are 11 beneficial of doing peer feedback (see table 4.15), then 74% of students stated that they feel feedback is beneficial for them, and only 26% or 5 students said that they did not get beneficial of giving feedback, also they could not think feedback made them to be critical thinker, it is because the time for getting

new lesson from lecture less because they should do peer feedback in a long time.

## **B. SUSGGESTION**

The researcher wants to give suggestion to the lecture, the researcher and also the student of English Teacher Education Department UIN Sunan Ampel Surabaya that might be useful.

### **1. For teacher**

Before giving feedback, the teacher can see the result of type feedback and the students' attitude toward feedback. He/she can choose which feedback can be given. Based on the result of questionnaire 24% of students dislike getting criticism. So it should be as the reference for teacher before giving feedback. Teacher also should think first when he/she want to give feedback, when she/he give praise he/she will know the result or the effect of feedback will benefit for the students.

### **2. For new researcher**

The new researcher might be better to study the correlation between feedback and students attitude. And based on the background it stated that feedback can be given by teacher and student. New researcher can compare the beneficial of giving feedback between teacher and student or which one is more benefit between two them.