

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendation base on the result of the previous discussion. In the other hand, the conclusion deal with the result of the student's perspectives on the use of electronic dictionaries in learning English. The suggestions contain some recommendations for the English Department, for the lecturers an for the next researchers.

A. Conclusions

Base on the findings and discussions in the preceding chapter, it can be seen that students and lecturers have good perception or positive toward written corrective feedback. It is indicated from the strength of students' perception toward written corrective feedback, students give high level of agreement in the highest rating on this frequency up to 11 statements and 77% of percentage. In other hand, conclude that the lecturers give high level of agreement in highest rating on its, the frequency up to 10 statements from 11 statements stated on questionnaire. In the form percentage, it reached up to 91%. And they just give 1 low level of agreement for the lowest strength with percentage only 9%.

Although, both of them have good perception, there are some differences and similarities. The first similarity is the perception about what kind errors that should to point out. Both lecturer and students think that all of errors should to point out. All the items that mention in the questionnaire have high level of agreement. The others similarity is from the most useful kind of written corrective feedback, both of them agree that direct corrective feedback is the most useful types of written

corrective feedback. And the last, students and lecturers have same perception that written corrective feedback useful and helpful to improve students' writing.

There are some differences between students' and lecturers' perception. The first difference is in the way of giving corrective feedback. Students always expect that lecturer always correct all their errors, but the lecturer prefer to not always correct it all. The second is the types of written corrective feedback. Lecturers think that giving clues or directions on how to fix an error is useful, it is indicated by have high level of agreement. But, students give low level of agreement in that item. They are do not agree that clues or directions on how to fix an error useful for them.

B. Recommendation

Regarding to the conclusion above, the researcher wants to give some recommendation to the lecturers, students, and the next researcher.

1, Lecturer

For the lecturer, the lecturer suggests that the lecturer should try to find the effective feedback to improve student writing. The lecturers also have to give some explanation if they give symbols or codes to indicate the errors in students writing, this have to avoid misunderstanding between students and lecturers' corrective feedback.

2. Students

For the students, researcher suggested that students have to more independent to correct their own writing. So, students not only depend on lecturers' written corrective feedback. If you do not understand with your lecturer feedback, ask them to make it clearly.

3. The Next Researcher

For the next researcher, if you want to conduct research with similar subject, they should conduct deeper research than this. It will be better if they conduct a research with some interview instrument. In addition, the researcher will get deeper research, they are not only focus to students and lecturer perception but they also will find the reason why the lecturers and the students have same perception or different perception