

## **CHAPTER V**

### **CLOSURE**

This chapter presents conclusions and research suggestions for the community involved and other researcher for further study in this area. First, researcher provide findings obtained from the discussion described in the previous chapter. Furthermore, researcher provide suggestions for Exploring Student-Writers Respond to Feedback from Lecturers.

#### **A. Conclusions**

Based on the analysis of student-writers' responses to lecturers' feedback, this study reveals three main findings that comprehensively address the research objectives.

First, regarding the types of feedback received, students primarily experienced three interaction patterns: (1) corrective written feedback in the form of specific annotations on assignments (such as corrections to grammar and sentence structure) that function as technical scaffolding; (2) verbal feedback delivered directly either publicly in class or privately through discussions focusing on strengthening macro aspects such as idea coherence and logical flow

The second finding of the study confirms that students ' experience in receiving academic feedback is strongly influenced by their level of competence, with a complex interplay between psychological factors, context, and feedback characteristics. The high-achieving group faced social pressure and internal perfectionism, while the middle-scoring group experienced an appreciation-

anxiety paradox that could be addressed through collaborative mechanisms, such as discussion. On the other hand, the low-performing group showed frustration and surprise responses. Holistically, these results reinforce the Small & Attree (2016) study and reveal the interdependence between cognitive, affective, and behavioral dimensions, with social support serving as an integrative axis that can break the cycle of academic stress. Students' opinions of the learning function are often polarized, creating inadequacies caused by ambiguity and shame, as well as existing hierarchies of authority. Key challenges four main challenges of academic feedback: instructional ambiguity (elaborated through visual markers and examples), negative emotional responses (need for criticism-appreciation balance), method flexibility (combined oral-written according to context), and the need for written documents as long-term references.

## **B. Suggestion**

### **1. Lecturers**

Based on the finding that most students consider feedback to be an important guide for improving their writing, the researcher recommend several strategies for lecturers: First, apply a combined approach of detailed written corrections (e.g., marking grammatical errors with brief notes) and face-to-face discussions after assessment. During discussions, explain fundamental aspects such as the connection between ideas—for example, “Add an example in paragraph 2 to make the argument more convincing” while explaining the reasoning behind it. Anticipate common obstacles by avoiding

confusing instructions (e.g., replace “Revise the paragraph” with “Add a explanatory sentence after the first sentence”) and avoid giving critical corrections in public.

## 2. Students

Based on the research findings, developing proactive strategies for receiving feedback is key to reducing anxiety and improving the effectiveness of revisions. Students are advised to form small discussion groups (2-3 people) to discuss the Lecturer's comments that are unclear, such as comparing feedback notes on similar assignments and discussing how to apply them. This approach creates a safe space to ask questions without feeling anxious. Additionally, students should view revision as a gradual process, not an instant fix; if the Lecturer provides multiple revision notes, focus on the two main points first. Accept that mistakes are a natural part of learning, as acknowledged by H2: *“Feedback helps me see invisible mistakes as learning opportunities.”* Document recurring error patterns in a special notebook to monitor progress. By synergizing peer support and a growth mindset, students can turn revision challenges into opportunities to strengthen academic independence.

## 3. Other researchers

Due to the limitations of this study, which only focused on the types and emotional responses of students to Lecturer feedback, the researcher recommend two directions for further research: First,

analyze students' assignment documents (initial drafts, revisions, and final versions) to measure the actual impact of Lecturer feedback on writing quality—for example, by comparing improvements in technical aspects (e.g., grammar) and conceptual aspects (e.g., depth of argument) before and after the intervention. Second, explore the strategic role of peer feedback as a complement to the revision process, such as testing the effectiveness of peer collaboration in reducing academic anxiety and identifying the best format (structured discussion vs. written feedback). Mixed-methods research combining document analysis with interviews will provide a comprehensive map for optimizing the academic writing learning ecosystem.