

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This part presents the research conclusions and suggestions. The conclusions are explained from the analysis of the research findings. Meanwhile, the suggestions are expected to give a contribution for further researchers and English teachers.

5.1 Conclusions

The conclusions are presented based on what has been established and discussed in chapter IV. Based on the statistical computation using SPSS 20.0 for Windows, the result showed that the mean score of experimental group ($M=84.00$) was higher than control group ($M=70.33$). It explained that the experimental group had better improvement in their writing than control group after they learned to write with peer feedback technique. The aspects of writing feedback included organization, vocabulary, grammar usage, and mechanics. Regarding the students' writings, they experienced the improvement in using varied and appropriate vocabulary. They also could organize the narrative text effectively, and used the language features in grammar correctly.

The students can feel equal with their peers and can create the convenient situation in using peer feedback technique. Therefore, they can participate actively in the teaching and learning processes. In short, it can be concluded that peer feedback technique can be used as an alternative technique to improve students' writing of narrative text. The activity of giving feedback between peers builds students' confidence to write.

5.2 Suggestions

There are several suggestions that can be recommended for further studies. These suggestions will be focused on two parts: suggestion for English teachers and suggestion for further researchers who are interested in the same field.

Nuraeni, 2014

THE EFFECTIVENESS OF PEER FEEDBACK TECHNIQUE THROUGH COOPERATIVE LEARNING TO IMPROVE STUDENTS' ABILITY IN WRITING NARRATIVE TEXTS

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Several suggestions for English teachers who are interested in using peer feedback are: (1) Teachers are recommended to manage the time as effectively as possible for the implementation of peer feedback. (2) Teachers are suggested to pair or group the students with their partner who come from different variable as past achievement and diligence. (3) It is better if the teachers match the goal of learning with the feedback that will be applied. (4) The teachers should be *ongoing* and *consistent* to apply peer feedback technique in order to improve their students' writing. In addition, it will be better if the teachers designed the varied ways in giving feedback between the students.

There are also some suggestions for further researchers who are interested to investigate the peer feedback technique as the study. (1) For the next researchers, it would be better to train the students before applying the peer feedback technique. (2) It also would be better to manage the time allocation as effectively as possible to optimize the learning processes. (3) Further researchers are recommended to use this kind of technique in another genre of texts.