

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and of the research, suggestions, and limitation of the research.

5.1 Conclusions

In line with the research questions, there are two conclusions taken in this research. The first one is peer feedback technique increases students' descriptive writing skill. The second one is the implementation of peer feedback in writing descriptive learning was positively responded by the students. The clear explanation of each point is given below.

First, peer feedback technique has been proven to be able in increasing students' descriptive writing skill. This result was supported by the finding of the t-test computation in the post test. Based on the t-test finding, it can be clearly seen that the scores of the students in the experimental group significantly increased.

Second, the responses of the students toward the implementation of peer feedback in writing descriptive learning. This result can be seen from the questionnaires administered by the researcher. Based on the questionnaires, it was found that students gave positive responses toward the implementation of peer feedback in writing descriptive text. The result found that most of the students agreed that peer feedback technique helped them in increasing their descriptive writing skills and improving their awareness toward the errors they made on both their friends' and their writing. Besides, the correction given by their friends also helped them in revising their writings, and peer feedback technique improved their writing ability, especially in descriptive writing. Moreover, most of the students also need some guidelines and training before giving the feedback to help them giving the appropriate feedback on their friends' writings. Furthermore, the

role of the teacher is also important to guide them giving good corrections for their friends' writings.

5.2 Suggestions

There are some suggestions which can be recommendations for other researches in the presents. These suggestions will be concerned on two parts. The first part is suggestion for English teacher, and the second part is suggestion for further researchers who are interested in conducting the research about peer feedback technique.

Related on positive results of the research, the researcher advices teachers to use peer feedback technique in their writing classrooms because the advantages of using peer feedback for junior high school are considerable. However, the teachers who will implement peer feedback in their writing classes have to be aware of the limitation of knowledge of their students, so that they have to guide them and give them intensive training more than two meetings before conducting peer feedback in class in order to make them enable to participate fully in the process. Besides, the teachers have also to guide the students during the process of peer feedback implementation. Teachers have to remind the students about how to make a good correction based on the aspects of writing and how to revise their writings based on the corrections given by their friends.

Furthermore, the teachers could explicitly present all the benefits of the implementation of peer feedback in class to the students to ensure success. When conducting the peer feedback in class, it is advisable for the teachers to vary some of the components of the session, for example by changing the composition of the students' groups and place the high-achiever students in the different group in order to make the composition of the students' group equal.

There are also several suggestions for further researchers who will conduct a research and be interested in the peer feedback technique in class. First, for the next researchers who want to use this kind of technique, it is important to prepare

a training for the students more than two meetings before applying the peer feedback technique. It aims to make them well understand about the process of peer feedback. Second, it is also important to the researcher to prepare the time allocation and manage it well during the implementation of peer feedback in class to optimize the process of learning. Third, the researchers have to be selected in choosing the participants of the research and careful to decide them based on the limitation of knowledge they have. If the researchers take a junior high school students, it is important for them to make a good and clear guidance in order to make them understand what will they do in the process of implementation of peer feedback technique. Lastly, further researchers are recommended to use peer feedback technique not only in learning descriptive text but also in learning other genres of text.

5.3 Limitations of the Research

The research questions of this research have been answered. The result of the research states that peer feedback increases students' descriptive writing skill and the students positively responded toward the implementation of peer feedback in class. However, there are some limitations happened during the research. First, the limitation of knowledge of the students made them quite hard to give a good feedback to their peers. Although the students have been given the training in how to give a good feedback, it did not make them understand in a short time. They may need a longer time to train. Second, it is the mid-trust of the high-achiever students to the lower-achiever students. This situation happened when the high-achiever students got the feedback from their peers whose knowledge is lower than them. The high-achiever students could not trust on the comments given by their peers as the feedback. Furthermore, they had to be more selective in selecting which feedback that was useful for their next revisions. Last but not least, it is about the consideration in selecting the participants. Because this research employed the Junior High School students as the participants of the

research, it would be better to prepare the clearer instructions in the procedure of peer feedback and feedback form in order to make them fully understand what they have to do during the process of implementing peer feedback in class.