CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the research conclusion and suggestions as the result of this study. This chapter consists of two sections, the first section is conclusion and the second is suggestion.

5.1 Conclusions

In line with the research question, there are two conclusions made in this research. The first, peer feedback technique through e-mail improved students' writing ability in writing narrative text. Second, peer feedback technique through e-mail was positively responded by the students. The elaboration of each point is given below.

Based on the questionnaire analysis, it was found that students gave positive response toward the use of peer feedback technique through e-mail in teaching narrative text. The result of the questionnaire shows that most of the students agreed that peer feedback technique made them more aware with the error or mistakes that they made in their writing, the correction given by their peer help them in revising their writing, and peer feedback technique improves their writing ability. Students also agreed that computer media such as e-mail helped them to prepare their further academic writing. Moreover, most students also need some guidelines and training before giving the feedback to help them giving appropriate feedback on their peers' writing.

5.2 Suggestions

There are several suggestions which can be recommendations for other studies in the presents. These suggestions will be focused on two parts, suggestion for English teachers and for further researchers who are interested in this peer feedback technique especially in using computer and e-mail as the media in giving feedback.

In view of the positive results of the study, the researcher advises teachers to use peer feedback technique through e-mail in their writing classrooms because the benefits are considerable for senior high school students. Although conducting peer response is not without problems, the time and effort required for decreasing difficulties are worth expending. Experience reveals that students should be given intensive training to enable them to participate fully in the process, and that they need to be taught appropriate language.

To ensure success, the teacher could bring the advantages inherent in peer feedback sessions to the awareness of the students by explicitly presenting all the benefits of peer feedback sessions in class. When conducting the sessions, it is also advisable for the teacher to vary some of the components of the sessions from time to time, for example, by changing the group size from pair to foursomes and, perhaps at times allowing students to have written copies of the essays. Some students may understand the presentation more fully and give more detailed comments with a written text in front of them.

There are also some suggestions for further researchers who are interested to investigate the use of peer feedback technique. First, for further researcher who wants to use this technique, it would be better to plan and manage the time allocation effectively to optimize the learning process. Second, researcher should prepare to train the students before applying the peer feedback technique. Third, researchers are recommended to divide the students into group with more number of member, not only two students in one group. Fourth, further researchers are recommended to use this peer feedback technique not only in narrative text but also in other genres. Lastly, further researchers are recommended to use this technique to improve students writing which is not only use e-mail as the media, but also in other media in this modern era.