CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions based on the data presentation and discussion from the previous chapter. Therefore, this chapter is divided into two parts. The first part is conclusions and the second part is suggestions.

5.1 Conclusions

The research presents the result on the implementation of collaborative learning through feedback in EFL writing class. The purposes of the research are finding out the extent to which the use of peer feedback can improve students' skills in writing narrative text in eleventh grade of senior high school and finding out students' responses toward the use of peer feedback in assessing narrative text in eleventh grade of senior high school. The findings of the research are related to the research of Atay and Kurt (2007) and Lenggogeni (2011) showing that peer feedback technique could be applied in teaching writing as it gives an effective and interesting learning atmosphere in the classroom even they become aware of their mistakes in writing.

The findings of the research show that collaborative learning through feedback, in this case peer feedback, can improve students' skills in writing narrative text. The improvement can be seen from the data obtained in this research indicating that more than 95 % of the students get scores above KKM (78). Besides, students' skills in writing have improved in several aspects such as content, organization, vocabulary, language use, and mechanics. Mechanics and language use are two aspects that give high contribution in their advancement in writing narrative text from cycle one to cycle three. It could be seen from their writing in which there are fewer mistakes in punctuations, capitals, and grammatical structures as well as the use of effective language in the text.

Furthermore, the data gained from observation shows that students are

actively engaged in producing the target language. They seem to be very enthusiastic in answering teacher's questions. It could be seen when in the process of teaching and learning, students are very competitive in raising their hands in order to be pointed by the teacher to answer the questions related to the topic in each cycle.

On the other hand, based on the diary written by the teacher in every meeting, it shows the teacher's feeling towards the teaching and learning process, her problems in every meeting, and her excitement in teaching writing using peer feedback. In her diary, she said that at first time she felt a little bit nervous when she was opening the class in the first meeting, but then she felt more confidence in the next meetings because she had got chemistry with the students. Being able to see students' name from their name tag also added her strength in remembering students' name. She could add plus points and noted some opinion from students who were brave to do so. Besides, she also felt more engaged in the class since the students showed positive response in every meeting and it made her feel very happy and more confidence to teach them narrative text.

Furthermore, students gave positive responses toward the implementation of peer feedback in the class. The data gained from questionnaires showed that most of students agreed that they liked peer feedback as the implementation of collaborative learning in helping them write the narrative text. Moreover, they agreed that after conducting peer feedback, they knew and realized their mistakes in their writing.

Thus, based on the findings on students' writing scores, observation, teacher's diary, and questionnaires, the result of the research shows some positive responses toward the use of peer feedback as collaborative learning in writing narrative text. Therefore, it also reveals that most of the students are interested, motivated, and happy in the teaching and learning process. Furthermore, based on the responses in the questionnaire, 77% of the students like the implementation of peer feedback in writing narrative texts.

5.2 Suggestions

There are several suggestions that might be useful for the teacher and further researcher related to the result of the research. For teacher, it is suggested that the teacher should be well prepared in the lesson plan, teaching materials, and teaching media before conducting the lesson. The teacher also should be able to handle unpredictable obstacles occurred in the middle of the teaching and learning process such as power cut, the changes of the schedule because of certain occasion, and so on by preparing another plan. The teacher also should be able to organize and select the tasks which are appropriate for students' needs based on their ability in receiving the lesson given. Therefore, doing need analysis and learning contract before conducting the research might be useful to identify students' skills and to be more familiar with the students. Then, the teacher can use various media in teaching because sometimes using the same media will be too boring for the students, using both traditional and modern media would be a good combination in the teaching and learning process. Last, the teacher has to pay attention in determining the time allotment to make conducive teaching learning process.

For further researchers who are pleased to develop or compare this similar research, there are also some suggestions. First, they have to determine the time allotment in teaching learning process. Providing thirty minutes before class starts to stand by in the school is useful to help the researchers in preparing the materials, media, and also theirs mental. Second, they have to save some money to pay for the copies of peer feedback form if they want to use peer feedback form in feedback session. Moreover if the numbers of students in the class are quite big, the researchers have to save some money before conducting this similar research.