

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter focused on drawing conclusion of the study, and presenting some suggestions further research which has similar topic regarding peer feedback or writing skills enhancement. This chapter is divided into two sub-chapters, those are conclusions and recommendations.

5.1. Conclusion

This research was concerned with students' perspective in the implementation of peer feedback in writing class. Researcher was intended to investigate how peer feedback can improve students' writing skills; in which aspect it affects. Furthermore, researcher also wanted to seek students' responses toward the advantages and barriers of the implementation of peer feedback technique in their teaching and learning process.

The findings of this research show that the implementation of peer feedback in classroom is an effective technique in teaching writing. This statement is supported by the data gained from both students' works and students' answers during interview session. After analysing students' works, the data showed that the text that students made before the implementation and after the implementation of peer feedback were showing improvement. Students also state their point of view toward the use of peer feedback in improving their English skills especially in writing. They believe that peer feedback as a technique in teaching and learning process is beneficial and can improve their writing skills. After the implementation of peer feedback, students' works were improving. The improvement occurs in some criteria as cohesion, structure, and mechanics. The main reason of students' writing skills improvement is ideas exchange in the process peer feedback. Peer feedback gives chances for students to learn and exchange information in more informal way. Since students are the centre holder

in learning activity this can make them learning in a relaxing situation. The summary of students' betterment is elucidated as follows.

Before the implementation of peer feedback technique, students were likely to make some grammatical errors. The text type that used in this research was narrative text. Since the language features in narrative text is past tenses, many grammatical errors were occurred when students were forgotten to change the present tense to past tenses. Not only grammatical errors, some students also made mistake in organization. For organization, some of students didn't make a well arranged paragraph. In common, narrative text has three paragraph; introduction, problem, resolution. In fact, many students did not separate the paragraphs they more likely to make it into one long paragraph.

Furthermore, in order to investigate students' responses toward the advantages and barriers in the implementation of peer feedback interview session was carried out. The result showed that based on students answers, this activity is quite a new thing for them. Only two out of thirteen interviewed students that had been experiencing peer feedback. According to the interviewees, this activity brings more benefits although this activity also has its barriers. There are five advantages that stated by the students. Those five advantages are this activity is more relaxing, it makes them aware of their mistakes and weaknesses, they get new perspectives toward their story from their friends, they can learn from their friend's text, and the last one is students feel more appreciated. Meanwhile the barriers that students feel are this activity is quite time-consuming, hard to express ideas, lack of knowledge, and unconstructive feedback.

5.2. Recommendations

In relation to the findings, discussion, and the conclusion of the study, the researcher intends to offer some suggestions in sake of the better implementation of peer feedback technique and also the better study ahead. Hence, the suggestions are eligible for both English teachers and for those who will conduct the similar field of the research in the future.

For English teachers, the implementation of peer feedback technique is recommended to be applied in their classroom. Seeing the advantages of peer feedback revealed in the findings, implementing this technique in teaching English can be a good innovation, especially in teaching writing. It is also supported by students where based on the data, they want to use peer feedback in their teaching and learning process.

For further researchers who want to conduct similar study, researcher suggests four things that might be useful for further research. The four suggestions are about the time allocation, the number of drafts, students' understanding, and clear instruction. Every suggestion is explained below.

First, think about the time allocation. Time allocation is important in implementing peer feedback in classroom. Peer feedback is consuming time more than teacher-talk, this activity also has some steps since the very beginning until students submit their text. Hence, this activity takes time in every step of it.

Second, the more draft and feedback are better. In this study, students only made two drafts, the one before implementing peer feedback and another one is after implementing peer feedback. For further research, it would be better if students make more than two drafts. It means that the process of giving feedback would be occurred more than one time.

Third, make sure that students are fully understood about the task given. Make a clear instruction is important, but recheck students' understanding is important too. Researcher can check students' understanding by asking some students about thing they have to do.

The last one is, don't give the students the full rubric. It would be better for teachers to explain about the criteria they need to assess, and check their understanding by asking the criterion one by one. This aimed to avoid students copying the explanation of the criterion on the feedback sheet.