

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter focuses on drawing conclusion of the study and presenting some suggestions for future study with similar topic regarding peer feedback or speaking skills enhancement. This chapter will be divided into three sections; conclusions, limitations, and recommendations.

5.1 Conclusions

This research was aimed to observe students teaching and learning activity by using the technique of peer feedback. The use of peer feedback was expected to have an influence towards students' speaking skills enhancement. It was also expected to seek on students' response towards the use of peer feedback technique.

Feedback itself has been widely acknowledge since years but the practice is still rarely to be done. If it is happening, teacher become the centre of feedback. Yet, developed teaching and learning activity has demanded that students should play the main role in teaching and learning activity. Through this study, it was expected that students also will be given a chance to lead the activity of giving and receiving feedback.

This study concerns on cognitive aspect as the technique of peer feedback is used to see whether it will improve student's speaking skills especially their fluency and pronunciation. Speaking skills was not actively tested in teaching and learning activity due to several problems such as students' inner and extern motivation. Therefore, this study tried to make students realise to develop their fluency and pronunciation from feedback.

This study involves three stages in generating the process of peer feedback. The stages itself are appreciating feedback, making judgement, and managing effect of peer feedback technique. Each of stages will produce certain action in developing the technique of peer feedback. Appreciating feedback will trigger students comprehension on why should they do the technique, how should

they do the technique, and what benefits would they get. Making judgement will allow them to elaborate feedback related to any compliment, critique, and suggestion. Lastly, managing effect deals with their further decision on how they will continue the technique, enhance their skills as what have been told, choose their own way on how they enhance the skills, or use the technique at other teaching-learning activity.

The first stage was appreciating feedback. Students were supported by Feedback Literacy to develop the stage of appreciating feedback. Students received a feedback literacy in their first meeting. They would be able to comprehend on why should they do the technique of peer feedback, how would they do the technique of peer feedback, and what benefits would they get. Delivering feedback literacy was crucial as it will become the foundation on how students could cope with the technique. Feedback literacy was beneficial to give students further understanding towards the technique and make them conscious the goal of peer feedback technique, cognitively improved, and affectively improved. Students was able to appreciate the use of peer feedback technique as they understood the skills which was expected, the urgency of using the technique, the way they do it, and realise if they do it whole fully, they would be able to enhance their speaking skills.

Second stage in generating peer feedback technique is the stage where students was put in a situation where they need to make some judgement towards their peer's performance. It was proven that they were able to manage some constructive judgement and two additional feedback, compliment and suggestion. The aspect of making judgement is important as the product of making judgement is evaluating their peer's work. Therefore, their peer may reflect from the feedback and be ready for their skills to be improved.

Third, the stage of managing effect come last as it will deal on how students perceive the feedback whether they decide to comprehend the feedback, improve their selves based on the feedback, or ensure the feedback. Managing effect also deals with students' option to use the technique of peer feedback in their other teaching-learning activity. It was stated that students' in this study

were interested to execute the technique of peer feedback in their other teaching and learning activity.

5.2 Limitations

This study was experienced some limitations which caused effect in the findings. The limitations concerned more towards the participant, the time, and the focused skills. First limitation was the participant of study as this study only focused on a particular classroom only. The participant was only 11th grade of Senior High School in Bandung consisted 22 students. In order to generalise the result, larger scope of participant needs to be involved. Second limitation was the time of conducting this study as the time was very short. The study was conducted at three meetings of teaching and learning activity. The findings may be varied if the time which is being used is longer. Third, the focused skills in this study were also limited as this research only focused on speaking skills – fluency and pronunciation. The findings shows that students’ speaking skills may be enhanced but it was unknown for the other skills.

5.3 Recommendations

The recommendation regarding students’ enhancement on their speaking skills through the technique of peer feedback will be stated in this section. The recommendation will be delivered as a contribution to the betterment of any related study on peer feedback, especially when the technique of peer feedback is related with speaking skills.

Firstly, the recommendation deliversto teacher who wants to implement the technique of peer feedback. Teacher need to practice the technique as often as possible to make students accustomed with the technique. The whole delivery towards the skills which are being assessed and the feedback literacy also need to be delivered as clear as possible.

Secondly, relating concerns to the practice of feedback technique in real setting of teaching-learning activity, it is expected that this study may become one of reading resources especially for those who wants to develop their students

speaking skills. Teacher may become more aware and prepare on how they handle the activity of enhancing students' speaking skills.

Last, future research may elaborate this study due to limitation in providing more in-depth explanation and discussion, as well as it has a limitation in collecting data due to the time restriction and limited references. It is recommended for the future researchers observe the very basic matter in peer feedback, the feedback literacy and its relation to the students' self-regulated learning. It is suggested as it may support long-life learning by creating autonomous learner.