

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. First, peer feedback technique improves students' skill in writing narrative text. Second, peer feedback technique was positively responded by the students. The elaboration of each point is given below.

First, peer feedback technique has been proven to be able to improve students' skill in writing narrative text. This result was supported statistically by the t-test computation in the post test scores since the score of experimental group improved significantly. Furthermore, based on the students' paper it can be shown that students' understanding of element within writing especially in organization aspect improved.

Second, from the questionnaire analysis, it was found that students gave positive response toward the use of peer feedback technique 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. 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 teacher and for further researchers who are interested in this peer feedback technique.

In view of the positive results of the study, the researcher advises teachers to use peer feedback technique 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 kind of 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 in another aspect not only in organization aspect.

