

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. The first part is conclusion based on the research. The second part is the suggestions addressed to those who are interested in writing and for those who are concern in the development of teaching - learning writing.

5.1. Conclusions

There are three research questions which are presented in the first chapter: the ways the students apply peer reviewing, strength and weaknesses of peer reviewing, lecturer's and students' opinions and expectations on peer reviewing. Based on those research questions, the conclusions can be presented as follows:

There are several steps in the process of peer reviewing. First, the lecturer gave explanation about related materials, and then students held a discussion about the material. After that, students started to write pre-draft and write the first draft at home. In the next meeting they started to review their peers writing that was followed by making the revision of the text as the final draft.

In reviewing the text, there are two ways that were commonly used by the students. First, the students review the text sentence by sentence without trying to read the whole of the text. These students tend to give correction only to the grammatical mistakes; they do not too concern with the coherence between paragraph and the content of the text. The second type is those who read the

whole text before giving corrections sentence by sentence. These students try to understand the content of the text and coherence between paragraphs because they also give comments/corrections on it.

The advantages of peer reviewing that the students obtain are quite beneficial. By applying peer reviewing, students learn from their mistakes and the mistakes of others. As stated by the student respondents that learning from mistakes is easier to remember. Moreover, when students do peer reviewing they are motivated to write more correctly. They are motivated since they see their friends are able to make a good writing. Besides, they do not want to give inappropriate corrections to their peers' so they also motivated to learn more.

However, there are some weaknesses of peer reviewing that experienced by the students and lecturer. The main problem is lack of knowledge and ability of the students in giving comments/corrections to their peers'. The impact of it, students give inappropriate comments frequently. Hence, some students feel uncertain with their peer revisions. Besides, the limited of time given to the writing subject that only held for three semesters make the implementation of peer reviewing is not too effective.

Regarding to the problems, the students raised some expectations on the implementation of peer reviewing. Their expectations are: lecturer give more motivation to students, do not take the same peers in each session of peer reviewing, do not assign students to write a piece of writing in a group, lecturer has to give clear corrections on students' writing, the involvement of the lecturer when students are doing peer writing, students have to read more English text, and

the condition of the class that is not to be noisy during the peer reviewing. On the other hand, the lecturer also expects that the students do peer reviewing at home. She also hopes that peer reviewing can be implemented more than once in a cycle.

Based on the findings of the research, peer reviewing that was implemented in the second semester writing class of English Department of UPI has not been implemented effectively. The lack of the time in the time allocation of writing subject becomes a reason of it. The lecturer can not apply peer reviewing along the semester and the implementation of peer reviewing also tend to be not focus. Hence, the lecturer has to set some strategies to cope with that problem. Setting a guided question as a guide to do peer reviewing can be applied to make peer reviewing more focus and effective.

Furthermore, peer reviewing will be more effective if the time allocation for writing class is added and the quantity of the students that is not too large. Moreover, lecturer also has to give feedback and guide the students during the peer reviewing.

5.2. Suggestions

Based on the findings of the research, some suggestions for teaching and learning activity particularly in writing subject are offered.

Peer reviewing is recommended as one of the best ways to improve students writing skill as it has a lot of advantages for lecturer and students. Furthermore, peer reviewing is also suitable to handle big classes since students divided into several groups that help teacher to evaluate their work easier.

In applying peer reviewing, lecturers are recommended to set guided questions for the students especially those who are still in the early of the semesters. It will help them to be more focus in giving corrections to their peers. In addition, lecturers are also recommended to ask the students to do the revisions and collaborations process at least four times since it will be more effective to stimulate students' critical reading and evaluation skill. Moreover, guidance from the lecturer in peer reviewing process is very important to help students improve their writing skill through effective peer reviewing.

This research has discovered the peer reviewing procedure, the advantages and disadvantages of peer reviewing, and revealed opinions and expectations from the students and lecturer toward peer reviewing. However, the implementation of peer reviewing in other level is not investigated yet by the researcher. Moreover, the solutions from the respondents and other researcher that are hoped to cope with the weaknesses of peer reviewing has not all been implemented. Thus, it will be very useful to study the implementation of peer reviewing in broader level and to investigate whether the solutions both from the respondents and other researcher are effective to create more positive results of peer reviewing.