CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This part presents the research conclusion and suggestions in detail as the result of research study. This chapter consists of two sections, the first section is conclusion and the second is suggestion.

5.1 Conclusions

The conclusions have been drawn based on what have been found and discussed in the chapter IV. There are two main conclusions about the application of peer feedback in teaching writing. They are (1) peer feedback technique increased students' writing ability; (2) 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 enhance students' narrative writing. This result was supported statistically by t-test calculation in post test scores. The score of experimental group improved significantly than that the score of control group where t_{obt} is higher that the t_{crit} (2.296>2.000). Furthermore, based on students' product it can be shown that students' understanding of elements within writing such as organization and convention were improved.

Second, from the questionnaires analysis, it was found that students gave positive responses toward the use of peer feedback technique. The result of questionnaire shows that most of students agreed that peer feedback technique made

them more aware of the error they made in their writing, feedback from their peer help them in reconstructing their text, and peer feedback technique improves their writing ability. Furthermore, almost all of the students agreed that they need training and some guidelines from teacher before and during peer feedback process to help them produce effective feedback.

5.2 Suggestions

There are several suggestions that can be recommended for the follow-up studies. These suggestions will be focused on two parts; suggestion for English teachers and for further researchers who are interested in the same field.

Several recommendations for English teachers who are interested in using peer feedback are: (1) teachers are recommended to manage the time as effectively as possible for the implementation of peer feedback, (2) teachers are suggested to pair or group the students with their partner who come from different variable as past achievement, and diligence, (3) it is better if the teachers use different kinds of peer feedback techniques in order that students do not feel bored.

There are also some suggestions for further researchers who are interested to investigate the use of peer feedback technique. (1) For further researchers who want to use this kind of technique, it would be better to manage the time allocation as effectively as possible to optimize learning process; (2) it is also suggested that further researchers train the students before applying peer feedback technique; (3)

Lastly, further researchers are recommended to use this kind of technique not only in narrative text but also in other genres.