CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Theories, previous researches finding regard to peer feedback in ESL writing classroom, and the analysis of the data are already reviewed and discussed in perspectives. It must be acknowledged that peer feedback is advantageous and beneficial under certain condition, and students’ background knowledge is important to be taken into consideration.

Students’ drafts comparisons have shown that feedback from peer encourages students’ revisions and therefore organizational and grammatical development is found occur in their drafts. In more specific, students’ narrative writing is found developed through peer feedback. However, from students’ drafts, unobserved mistakes and miscorrection are found that reflect their level of language proficiency that is one of the main issues in peer feedback.

Overall, students’ revised version drafts are more developed and this is in line with previous researches result that peer feedback is beneficial and advantageous. Unobserved mistakes, as already mentioned, and miscorrection from peer, are other sides of peer feedback that can be said as disadvantageous impact. As suggested by researchers and teachers, peer feedback should be
implemented thoroughly, carefully, and well-planned and this has been examined in this research; a not well-planned peer feedback might lead to a failure.

The discussed findings of the data from interviews suggest that the students positively respond to peer feedback in ESL writing classrooms. They found peer feedback as an interesting alternative besides teacher feedback. Under certain condition, peer feedback is said more intensive than other approaches and this gives them chances to be aware of their mistakes in writing. However, students comment that they encounter difficulties in giving feedback to their peers. The difficulties are around their lack of grammar knowledge that discourages them to think that they have valuable potential to contribute. This raises an issue that students’ background knowledge is important to be considered in implementing peer feedback, especially in ESL writing classrooms.

5.2. Recommendation

First of all, more research should be done to examine the impact of peer feedback in relation to the students’ long-term development. Most of the studies, including the current research, only discuss the relationship between peer feedback and students’ subsequent drafts. However, the peer feedback effectiveness should be evaluated from a long-term perspective since the immediate success of revisions does not guarantee improvement in the long run.

Second, it is clear for us to see the participants who are in the center of discussions are almost always at the university level; there was hardly any attention given to peer feedback in ESL writing classroom at the lower levels.
Third, as found that handwritten draft might raise certain obstacles in peer feedback, it is seemed important to investigate computer mediated peer feedback effectiveness. Although researchers had investigated online peer feedback effectiveness, consideration like *automatic correction* in the word processor software must be carefully taken into account.

Last of all, in doing peer feedback, there are two most important aspects should be thought. The first is the students’ language proficiency, and the second is the preparation that covers the careful planning and consistent procedures in each stage of peer feedback activity.