

## CHAPTER VI

### CONCLUSION, IMPLICATION AND SUGGESTION

This chapter is divided into three main sections; conclusion, implication and suggestions from the research finding. Those sections are presented as follows.

#### A. Conclusion

After conducting the research and analyzing the data, the researcher draws a conclusion based on the hypotheses as follows: 1. There is a significant effect of Peer Review on students' writing motivation, 2. There is significant effect of peer review in students' writing ability in recount text, and 3. There is a significant effect of Peer Review on students' writing motivation and writing ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher assumption is true that is to say, Peer Review Technique can give a significant on students' writing motivation and ability in writing recount text. It was supported by the scores achieved by that students in which they got higher scores both in questionnaire and writing test after the researcher gave the treatment by using Peer Review Technique as a technique in teaching writing.

The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig. (2-tailed) is 0.000 for the students' motivation and 0.001 for the writing test. Both the scores are lower than  $\alpha = 0.05$  and its mean  $H_0$  is rejected and  $H_a$  is accepted. Thus, the significant value of F class test of Pillai's Trace, Wilk's Lambda, Hotelling's trace

and Roy's Large Root showed 0.000. It was less than 0.05. All of the significance values were significant. Thus, the null hypothesis was rejected. It can be proved from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is not accepted.

## **B. Implication**

1. The first conclusion of this research showed that the significant effect of peer review in students' writing motivation. Based on the result of the independent sample t-test, the value of significant *Sig* ( $P_{\text{value}}$ ) was  $0.000 < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. So, it can be concluded that peer review gave significant effect to the students' writing motivation. This implies that the use of peer review is needed in increasing the students' motivation in writing English.
2. The second conclusion of this research showed that the significant effect of peer review in students' writing ability. Based on the results obtained in the independent sample t-test, the value of significant *Sig* ( $P_{\text{value}}$ ) was  $0.001 < \alpha = 0.05$ . So,  $H_0$  is rejected and  $H_a$  is accepted. This meant that there was a significant effect of using Peer Review in students' writing recount text ability. This implies that the use of peer review in teaching writing can be an alternative solution to solve the students' difficulty in writing. Therefore, the use of peer review can be considered effective to be chosen by English teachers in the teaching-learning of writing.
3. The last conclusion showed that there is a significant effect of peer review in students' writing motivation and writing ability. Based on the calculation of

multivariate test, the significant value of F class test of Pillai's Trace, Wilk's Lambda, Hotelling's trace and Roy's Largest Root showed 0.000. It was less than 0.05. All of the significance values were significant. It meant that there was a significant difference on students' writing motivation and writing ability between experimental and control class. This implies that peer review was good technique in increasing the students' motivation to write English.

### **C. Suggestions**

Based on the conclusion above, the researcher gives some suggestion as follows:

#### 1. Suggestion to the teacher

- a. In this research, the researcher found out that Peer Review Technique can be used to develop and motivate the students' writing ability. Due to the finding, English teacher can help students increase their writing ability by using Peer Review Technique.
- b. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.

#### 2. Suggestion to the Further Research

In this research the researcher focused on the effect of Peer Review Technique to students' motivation and ability in writing recount text writing ability in Junior High School. Therefore, further researchers may conduct this technique on different skill of language such as speaking, reading and listening.

They can also apply other kinds of texts as descriptive, narrative, procedure, etc.  
They may conduct unexplored area to examine whether similar result will be yielded or not.