

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions based on the data analysis in the previous chapter. The suggestions are given for English teacher and the further researchers.

A. Conclusion

In this part, the researcher concluded the result of this research about the effectiveness of peer feedback on students' writing recount text ability of the second grade students at SMP Terpadu Al Anwar Durenan Trenggalek. The researcher concluded the result of this research to answer research question which stated in the chapter 1.

The data of chapter 4 showed that the mean score of pre-test in experimental class was 81.06 while the mean score of pre-test in control class was 70.56. Both of classes had the significant difference of pre-test's mean and those classes were not equal, so the N-Gain Score both of classes was calculated. Moreover, the result showed that the mean score of experimental class was 83.48 while the mean score of post-test in control class was 71.11. It meant that the mean score of post-test in experimental class was higher than the mean score of post-test in control class. But, it didn't mean that experimental class was better than control class because those classes were not equal in the students' writing ability.

Then, to reject the null hypothesis used Mann-Whitney U Test of N-Gain Score data in SPSS 16.0 version for windows. It used N-Gain Score

data because both of classes were not equal. The output of Mann-Whitney U Test showed that there was no significant difference on students writing recount text ability assessed with and without using peer feedback of the second grade students at SMP Terpadu Al Anwar Durenan Trenggalek. It could be seen that the p -value (one-tailed) was higher than significance level ($0.1015 > 0.05$). It meant that the null hypothesis (H_0) which stated there was no significant difference on students' writing recount text ability assessed with and without using peer feedback was accepted. In contrary, the alternative hypothesis (H_a) which stated that there was significant difference on students' writing recount text ability assessed with and without using peer feedback was rejected.

B. Suggestions

Based on the result of this research, the researcher gives some suggestions for the following parties. They are English teachers and the further researchers.

1. The English Teachers

In writing work, the English teachers should select an appropriate technique to assess students' writing work. The researcher suggests the teacher to apply peer feedback technique to assess students' writing work because it could be benefit for the students and increase the students' writing ability. By using peer feedback, the students can know their mistakes and they can revise it. Moreover, it can build social interaction with their friends deeply. But, before conducting peer feedback, the

researcher suggests to the English teachers to give knowledge about the related material, especially about grammar aspect. Moreover, peer feedback can save the time of the teacher.

2. The Further Researchers

The result of this study is expected to give information for the further researchers who want to conduct similar research. The further researchers can cover up the limitation or the lack of this research and give the detail information. The further researchers can conduct research by using peer feedback in speaking skill because it is possible gives the students opportunity to share and examine their speaking. They also can gain from speaking and correcting their friends. It is also possible for the further researchers to conduct research in the higher level. They can conduct research at Senior High School with the more time allocation of treatments.