

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of this study based on the findings and discussions from the previous chapter.

1.1 Conclusion

This study aims to find out the English Department student's perception on the use of peer feedback in academic writing class. The participants of this study were 12 English Department who took Writing C in the academic year of 2018/2019. To find out the students' perceptions about peer feedback in Writing C, the respondents were asked to fill in the questionnaire which consisted of five categories about peer feedback in Writing C. After filling in the questionnaire, three representative were chosen to be interviewed.

The study shows the English Department students' perception on the use of peer feedback in academic writing was divided into five aspects. Students' perception on the scoring rubric, students' perception on giving constructive feedback, developing students' awareness, facilitating students' collaboration and developing students' critical thinking.

The result of this study showed 75% of the respondents agreed that they used the scoring rubric during the process of peer feedback. The scoring rubric helped them to give feedback easily to their peer. However, the students only used the scoring rubric at the beginning of doing peer feedback. The majority of the respondents 92% agreed that peer feedback helped them to learn how to give

constructive feedback. Also it helped the students provide each other with constructive feedback and make improvement in their writing. All of the respondents gave positive responses that peer feedback could develop the students' awareness. It helped them know their strength and weakness and it made the students become aware of making mistakes in their next writing. 96% of the respondents gave positive responses that peer feedback could facilitate them to do collaboration. All of the respondents gave positive responses that peer feedback helped the students to learn more about revision by reading their peer's work and peer feedback helped them to think critically.

1.2 Suggestions

The suggestions are divided into two parts. The first is addressed to the coordinator of writing course. And the second is addressed for future researcher with the similar topic.

1.2.1 For the Coordinator of Writing Course

The coordinator of the writing course can encourage all the lecturers to use peer feedback as one of the alternative techniques that can be used in the writing course since most of the students agreed about using peer feedback in writing course. If peer feedback is applied in writing course, the students can feel the benefits of using peer feedback in writing class. Perhaps peer feedback can be done in small group 1-2 students.

1.2.2 For the Future Researcher

In this research the researcher focused on finding out the students' perception on the use of peer feedback in college. The researcher hopes that the future researchers can conduct a research on different levels of students about what strategies that teacher should use, when the teacher wants to apply peer feedback in the classroom. Especially how to train the students to be an expert reviewers, considering many studies showed that peer feedback is beneficial for students to be applied in the classroom.

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