CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is written to provide a conclusion and suggestions concerning the research.

5.1 Conclusion

It is found that peer-feedback in the Speaking C helped most of the students to improve their English speaking skills. Many responses showed that the peer-feedback has more positive impact for students in the Speaking C course. Most students agreed that peer feedback motivated them to learn to speak English. Then students also said that peer-feedback helped them to speak fluently and accurately.

On the other hand, few students still assumed that peer-feedback had disadvantages. Students feel that peer-feedback is not activity that can encourage and improve speaking abilities, but instead a place to judge friends for mistakes they made.

However, some of students assumed that peer-feedback provides many advantages, they also face some challenges. It shows that the biggest challenge is students feeling nervous whenever they made mistakes while speaking in English. Another challenge is students feeling nervous while speaking because they were worried about the grammar and vocabulary.

Several suggestions were raised to improve the implementation of peer-feedback thatit becomes more efficient and useful for students who are going to takeSpeaking C Course.

5.2 Suggestions

5.2.1 Suggestion for the English Department of Widya Mandala Catholic University Surabaya

The researcher suggests the English Department of Widya Mandala Catholic University Surabaya continue using peer-feedback activity in Speaking C course. As found, the students were helped by this activity. Moreover, students could improve their English speaking skills in several aspects such as fluency, clearly and accurately.

5.2.2 Suggestions for the Lecturers of Speaking C course

Based on the results of the questionnaire and interview, the writer concluded that the students had a positive response to what the lecturer had done in teaching Speaking using peer-feedback activities. From the finding, students assumed that lecturer has provided good and clear instructions to do peer-feedback activity.But there were several students who feltthat the lecturer did not give clear instructions so that they were afraid of making mistakes while giving feedback.

The researcher suggests the lecturer provide a written form that explain what aspects need to be commented. It would be much better if the lecturer alsogives examples before instructing the students to do the activity.

5.2.3 Suggestions for the Students of Speaking C course

From the responses obtained through questionnaires and interviews, it was concluded that students gave many positive responses even though some of them still faced some challenges when giving feedback. Researcher wants to provide suggestion for students to be more active when speaking in the Speaking C course.Students are also expected to be even more enthusiastic in peer-feedback activitybecause from peer-feedback students can improve their speaking skills.

5.2.4 Suggestions for Future Investigation

This research was conducted in order to explore undergraduate students' perception toward the use of peer-feedback in Speaking C course. From this study it was found that peer-feedback could be an activity that helps students improve their speaking skills. However, this current research examined only from the students' perceptions that the information provided is limited. Hence, it is recommended for further research to also examine the lecturers' perceptions about peer-feedback in the Speaking Course.

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