

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consist of conclusion of the research and suggestion for another researcher.

#### **5.1 Conclusion**

In this study, the researcher found that peer feedback could help the students enhance students writing skills. In the questionnaire given, most of the students choose positive responses. It showed that most of the students agreed with peer feedback on writing class has a positive impact to enhance their writing skills. Other than that, there were some students who had challenges during Writing C Class. According to Lumabi & Tabajen (2021) peer feedback facilitates peer review by allowing students to clarify their ideas, play a more active role, and negotiate efficient ways to complete their work. However, there were some students who choose “disagree” in several statement. Most of disagreeing statement have been chosen by the students means that the students still have a challenge during Writing C Class.

## **5.2 Suggestion**

To maximize learning outcomes through peer feedback, the researcher would give some ideas for lectures and teachers who want to accomplish peer feedback in teaching and learning activity and future research related to peer feedback.

### **5.2.1 Suggestions for lectures for Writing C Class.**

Based on the data collected, the data were considered to be a positive response. It means that peer feedback is beneficial method to be implemented in Writing course. Other than that, there are also negative responses which is means the students have not been able to feel the positive impact of peer feedback during Writing C Class. To overcome those problems, the researcher suggests to the lecturers of Writing C Class to be more patient when giving an explanation during teaching and learning activities, to be more objective and detail when giving correction to the students' writing work, and provide suitable tools related to the characteristic of the class.

### **5.2.2 Suggestions for the students**

For the students, the researcher suggests that the students should be more motivated during the Writing C Class. The students should be more enthusiastic during peer feedback section in Writing C Class, and the students must be careful with the relevant of idea and paragraph. Even though there are some mistakes such as grammar, vocabulary, etc. The relevance between ideas and paragraph supposed to organize properly.

### **5.2.3 Suggestions for other researchers related with this topic**

From this research, the researcher found that peer feedback could help the students to enhance the student's writing skill. However, the information of this research was limited, only focused on students' perception of peer feedback on Writing C Class in a private university in Surabaya. Moreover, it is recommended to study peer feedback in effectiveness the implementation of peer feedback.

## REFERENCES

- Beglar, D., & Nemoto, T. (2014). Developing Likert-scale questionnaires. *JALT2013 Conference Proceedings*, 1–8.
- Bijami, M., Kashef, S. H., & Nejad, M. S. (2013). Peer Feedback in Learning English Writing: Advantages and Disadvantages. *Journal of Studies in Education*, 3(4), 91. <https://doi.org/10.5296/jse.v3i4.4314>
- Celik, B. (2019). Developing Writing Skills Through Reading. *International Journal of Social Sciences & Educational Studies*, 6(1). <https://doi.org/10.23918/ijsses.v6i1p206>
- Chen, Y. L., Liu, E. Z. F., Shih, R. C., Wu, C. T., & Yuan, S. M. (2011). Use of peer feedback to enhance elementary students' writing through blogging. *British Journal of Educational Technology*, 42(1), 4–7. <https://doi.org/10.1111/j.1467-8535.2010.01139.x>
- Creswell, W. J., & Creswell, J. D. (2018). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. In *Journal of Chemical Information and Modeling* (Vol. 53, Issue 9). file:///C:/Users/Harrison/Downloads/John W. Creswell & J. David Creswell - Research Design\_ Qualitative, Quantitative, and Mixed Methods Approaches (2018).pdf%0Afile:///C:/Users/Harrison/AppData/Local/Mendeley Ltd./Mendeley Desktop/Downloaded/Creswell, Cr
- Fan, Y., & Xu, J. (2020). Exploring student engagement with peer feedback on L2 writing. *Journal of Second Language Writing*, 50(November), 100775. <https://doi.org/10.1016/j.jslw.2020.100775>
- Graham, S., Gillespie, A., & McKeown, D. (2013). Writing:

Importance, development, and instruction. *Reading and Writing*, 26(1), 1–15. <https://doi.org/10.1007/s11145-012-9395-2>

- Huisman, B., Saab, N., van Driel, J., & van den Broek, P. (2018). Peer feedback on academic writing: undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment and Evaluation in Higher Education*, 43(6), 955–968. <https://doi.org/10.1080/02602938.2018.1424318>
- Ikart, E. M. (2019). Survey Questionnaire Survey Pretesting Method: An Evaluation of Survey Questionnaire via Expert Reviews Technique. *Asian Journal of Social Science Studies*, 4(2), 1. <https://doi.org/10.20849/ajsss.v4i2.565>
- Kuyyogsuy, S. (2019). Promoting Peer Feedback in Developing Students' English Writing Ability in L2 Writing Class. *International Education Studies*, 12(9), 76. <https://doi.org/10.5539/ies.v12n9p76>
- Lumabi, B. M., & Tabajen, R. (2021). College Students' Experience in Online Asynchronous Peer Feedback in Writing. *TESOL and Technology Studies*, 2(2), 41–54. <https://doi.org/10.48185/tts.v2i2.250>
- Lundstrom, K., & Baker, W. (2009). To give is better than to receive: The benefits of peer review to the reviewer's own writing. *Journal of Second Language Writing*, 18(1), 30–43. <https://doi.org/10.1016/j.jslw.2008.06.002>
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9–18. <https://doi.org/10.1080/13814788.2017.1375091>

- O’Cathain, A. (2019). Mixed methods research. In *Qualitative Research in Health Care* (Issue January).  
<https://doi.org/10.1002/9781119410867.ch12>
- Rizqi, F. (2018). Improving Students’ Ability in Writing using Peer Correction. *Pancaran Pendidikan*, 7(2), 95–100.  
<https://doi.org/10.25037/pancaran.v7i2.181>
- Rohananingrum, D. Y. (2015). *The Effectiveness Of Picture and Picture to Improf student Ability in Reccount Text. 2001*, 1–98.
- Sargeant, J. (2012). Qualitative Research Part II: Participants, Analysis, and Quality Assurance. *Journal of Graduate Medical Education*, 4(1), 1–3.  
<https://doi.org/10.4300/jgme-d-11-00307.1>
- Sholihah, L. (2015). the Implementation of Peer Feedback Strategy for Writing Instruction At the First Semester of Writing 1 Class At Muhammadiyah University of Metro. *PREMISE JOURNAL:ISSN Online: 2442-482x, ISSN Printed: 2089-3345*, 4(1).  
<https://doi.org/10.24127/pj.v4i1.280>
- Tolley, C. (2018). The Meaning of ‘Perception’ in Kant and His Historical Context. *Natur Und Freiheit*, 3243–3252.  
<https://doi.org/10.1515/9783110467888-330>
- Yasa, K. (2021). *The 4th Semester Students ’ Perception on Peer Review in Writing Assignment The 4th Semester Students ’ Perception on Peer Review in Writing Assignment. June*, 43 pages.
- Yu, S. (2019). Learning from giving peer feedback on postgraduate theses: Voices from Master’s students in the Macau EFL context. *Assessing Writing*, 40(October 2018), 42–52. <https://doi.org/10.1016/j.asw.2019.03.004>

- Yu, S., & Lee, I. (2016). Peer feedback in second language writing (2005-2014). In *Language Teaching* (Vol. 49, Issue 4). <https://doi.org/10.1017/S0261444816000161>
- Zhu, Q., & Carless, D. (2018). Dialogue within peer feedback processes: clarification and negotiation of meaning. *Higher Education Research and Development*, 37(4), 883–897. <https://doi.org/10.1080/07294360.2018.1446417>