

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teacher who want to try to use peer correction as the alternative technique to teach writing and for those who want to conduct similar research.

5.1 Conclusions

The purpose of this research is to find out whether there is significant increase of students' ability in writing recount text after they are taught using Peer Correction. Based on the research, it was concluded that:

1. There is significant increase of students' ability in writing recount text after being taught through peer correction. It can be seen that t-value (16.223) was higher than t-table (2.045). The students' mean scores in pre test was 57.33 and the students' mean scores in post test was 80.5. In which the students' mean scores gain increased about 23.17.
2. Based on the treatments correction, there is an increase of students' ability in writing of recount text from the aspect of writing.

a. Content

The mean of content aspect in pre test 13.16 and in the post test 18. The increased of content was 4.84.

b. Organization

The mean of content aspect in pre test 12.83 and in the post test 15.50. The increased of content was 2.67.

c. Vocabulary

The mean of content aspect in pre test 12.83 and in the post test 15.83. The increased of content was 3.

d. Grammar

The mean of content aspect in pre test 11.50 and in the post test 15. The increased of content was 3.5.

e. Mechanic

The mean of content aspect in pre test 7.33 and in the post test 16.16. The increased of content was 8.83.

5.2 Suggestion

1. Suggestions for English Teachers

- a. The English teachers are suggested to use peer correction for increasing the students' ability in writing recount text since, through peer correction, the students become more active and autonomous in the learning process. Moreover, the application of peer correction in learning writing also broadens the students' insight toward the learning process.
- b. The English teachers who want to apply peer correction are suggested to focus on certain aspects of ability to increase. It is done in order to ease the students to do peer correction. If the teachers do not focus on certain aspects of ability,

the students will get confused since there are aspects of ability that they have to look for.

- c. The English teachers who want to apply peer correction should be aware of the students' failure in doing correction toward the ability that they find in their peer's work. Therefore, the teachers should make sure that the students as soon as possible so that the teacher can make a revision toward the mistakes made by the students in doing correction and let the students know about it as soon as possible.

2. Suggestion for further researcher

- a. In this research, the researcher conducted peer correction to help students In Senior High School, especially in recount text. Further researchers can conduct this technique on different level of students.
- b. Further research can try to investigate whether peer correction strategy can be applicable with another kind of text.