

CHAPTER V

CONCLUSION

5.1 Conclusion

Peer feedback is considered as an important tool in order to increase the students' ability including in the process of writing, such as reviewing, revising, drafting or editing. Some of studies about peer feedback focused on review or it's also called giving feedback, and revise or usually called as receiving feedback. It prevents the role of students in giving or receiving feedback. This study is aimed to investigate how the students view themselves during the feedback session, and what aspects do they improve more global or local. Global aspects consist of development, coherence, cohesion, and organization. Meanwhile the local one focused on structure, vocabulary, and mechanics. This study is aimed to investigate whether the students view themselves as a feedback giver or feedback receiver during the peer feedback session, and how many aspects in global or local that they give a feedback.

The findings revealed that feedback giver has higher number than feedback receiver. The findings also showed that peer feedback is useful for both giver and receiver, but in this study feedback giver gains more than the receiver. Through the analysis, it can be seen that when the participants give a feedback to their peers they place themselves as a writer's eyes. Such as, giving suggestions, opinion, points out

possible problem without changing the focus of the text. Based on the findings, it can be concluded that most of students view themselves as feedback giver.

In relation to the aspects of peer feedback, the findings of this study revealed that global aspect became the greatest number of aspects found by the students. The highest one is on coherence aspects followed by, cohesion, organization and development. The findings also showed that the students well understand about the aspects and the components of each aspect that they gave a feedback, so they didn't gave the very general feedback in global aspects.

5.2 Recommendation

Referring to the findings, discussion, and conclusion, the researcher recommends that the study of students' orientation of peer feedback is need to be continued, because such study is important to improve students' critical thinking when they give a feedback in ELT. First recommendation is about the training about peer feedback, training about peer feedback is important before ask the students do the peer feedback. Teacher should be more aware when they give some training about peer feedback. Teacher need to make sure that all students are understand about what aspects and which part that they need to give a feedback. Not only in global but local aspect is also important. The findings from this study showed that the total number of global aspect is higher rather than the local one. It indicates that most students ignored the local aspect during the feedback session, so there must be an intervention

in order to develop the students' ability in giving feedback for both aspects, the researcher recommend to make some example for students' practice in giving feedback. After the students finish in of giving peer feedback, it would be better if the teacher re check whether the feedback provide by the students are correct or still need the revision. To conduct such study, it is recommended to be longitudinal for longer period of time to see the students' progress of giving or receiving feedback for global and local aspects. Hopefully this research can contribute in ESL teaching for teacher and also students.