CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

The students of 2018 batch who have undergone peer review in writing C class perceive peer review as a useful technique for their writing. Peer review is perceived as a learning technique which improves the students' critical self-evaluation, awareness in content as well as grammar in writing. Those ability are improved from the activity in peer review which requires the students to review their peer work, in essence, finding the mistakes. Later on, their ability to recognize errors in terms of content and grammar is used for their own writing. To maximize the result, the lecturer must guide students to review thoroughly, both coherency and cohesion. Eventhough most of their response are positive, some negative responses are still noticed. Peer review is a very effective technique if it is correctly implemented and both the reviewee and reviewer are fully aware that the process is pure for academic purposes. Based on the foundings, the involvement of individuals' feelings become a big barrier to achieve an constructive and effective learning technique. The teacher should develop the understanding among students that peer review is limited for improving students writing skills. Thus, personal feelings must not be involved. Another way to avoid conflict on social relationship, lecturer can implement anonymous review instead such as in a research conducted by Loretto, DeMartino, and Godley (2016).

Hence, to answer the research questions which were made by the researcher, the researcher concludes that students gain advantages in peer review in terms of confidence, critical self-evaluation, awareness in reviewing content and grammar. On the other hand, some disadvantages are also discovered from this research. The researcher finds that students do not trust their peer in terms of reliability and validity. Few students are still afraid to give honest review and some students still focus on either grammar or content only. Furthermore, students tend to put their trust on their teacher to review their work rather than their peer. Apart from all of

the findings, it is concluded that students perceive peer review positively as a useful learning technique in writing class with various advantages.

5.2. Suggestion

In order to maximize the learning outcome using peer review, the researcher gives some suggestions to teachers and lecturers as the instructor in implementing peer review, students as the main doer of peer review, and future researcher who will carry out a research related to peer review.

5.2.1. Suggestion for Teachers and Lecturers

For teachers and lecturers, the researcher suggests that peer review is implemented anonymously to omits social conflict and increase honesty in giving review. Scoring rubric or guidance should also be provided to keep the review on track covering both content and grammar.

5.2.2. Suggestion for Students

As for students, the researcher suggests the students to completely understand that peer review is purely for academic purpose. Hence, students must put aside personal feelings toward their peer. The researcher also suggests students to review the entire writing in terms of coherency and cohesion, not only one of them.

5.2.3. Suggestion for Future Researchers

Further suggestion is given to future researchers. As the researcher has figured out the perspective of the students of English Department, the researcher suggests that future researchers find out the reliability and validity of senior high school students in terms of review because the specialty of senior high school students are not specified in ESL such as university students. Hence, the competency level in ESL is various from low to high.

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