CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and the suggestions that are probably useful for the English Language Education Study Program, teachers, and future studies with similar topics.

5.1 Conclusion

The aim of this study was to analyze the types of aspects that the students gave on online peer feedback on the *Schoology* comment section - besides the teacher guidelines. As previously showed, Speaking A class was the only course that implemented peer feedback. Each student had to give online peer feedback on their friends' *Vlogs* weekly. Before doing that, the teacher showed guidelines for giving proper online feedback. The guidelines specifically used the sandwich method (compliment-comment-compliment) and focused on grammar, pronunciation, word choice, and use of expressions. This situation made the students ignored other important points that should be assessed. In fact, few students disobey the teacher guidelines and some of them elaborated into more developed and more critical comments such as video editing, the use of background and etc. By chance, this situation had similar characteristics with Harley & Fitzpatrick's (2009) theory which has 6 main aspects (i) the use of physical setting or layout, (ii) the manipulation of physical objects, (iii) the body movement/gesture, (iv) the video production techniques, (v) the speech and vocal gestures, and (vi) other sounds on the *Vlogs.* The data was taken from *Schoology* online platform by one class per batch (2016, 2017 and 2018) which consisted of 66 students. In total, the data involved 525 comments among more or less 10 topics per batch from all students' online peer feedbacks.

In relation to the research questions, Figure 3.5 showed how the analysis worked by signing in *Schoology* to get full access. After that, Figure 3.4 displayed the data analysis technique i.e. (i) collecting peer feedbacks from each batch, (ii) analyzing the comments by categorizing the aspects based on teacher guidelines and Harley & Fitzpatrick's (2009) theory, and (iii) using formulas to input the exact amount of the comments also the percentage of each aspect. With this method, the result found that most students dealt with "speech and vocal gesture" (41.14%) with 216 frequency out of 525, followed by body movement aspect (28.76%), with the third aspect video production technique (11.62%), use of physical setting (9.52%) as the fourth place, (5.9%) other sounds, and the last one is the manipulation of physical objects (3.05%) with 16 frequency out of 525.

The result also found that 66 students mostly used 2 aspects of each comment when gave peer feedback. None of the students apply all 6 aspects as Harley & Fitzpatrick's (2009) theory suggested. They also included different aspects every time they gave different comments. A lot of students followed the teacher guidelines to deal with "speech and vocal gestures" when giving online peer feedbacks. However, some students also elaborated their comments related to some other aspects, i.e., "body movements" and "video production techniques".

With regard to how constantly the students applied the Sandwich method as the teacher guideline, there were 33 peers out of 66 (50%) constantly applying the Sandwich method, followed by the 31 inconsistent peers (46.97%) and the peers not applying the Sandwich method at all (3.03%).

5.2 Suggestions

The writer would like to give some suggestions for the English Language Education teachers. The suggestions are also for the students who will write the same thesis topics.

5.2.1 Suggestion for English Department Teachers and Students

Generally, a splendid job for Speaking A teacher guideline at the *Schoology* platform. However, there are some points that the teacher should pay attention beside grammar. It is better to use Harley & Fitzpatrick (2009) theory as fundamental. It will sharpen students' way of thinking and put all effort into making the *Vlogs* as real as possible. All students also get benefits from online peer feedback because they are able to read the comments many times to prevent doing the same errors.

English Language Education teachers should more aware of the importance of implementing peer feedback. It is better to start applying the method in the class.

5.2.2 Suggestion for Future Studies

This study limits to analyze deeper about the peer feedback e.g. the types of feedback given. For future studies, it is suggested that the investigation can be elaborated into the types of feedbacks such as (i) reinforcing feedback, (ii) corrective feedback, (iii) suggestive feedback, (iv) cognitive feedback on language, (v) cognitive feedback on questions, and (vi) affective feedback on personal experience. In this study, Speaking A is only course in the English Language Education that implements the online peer

feedback. For future study, the writer will suggest other courses to investigate. It is possible to make a similar study from different courses and departments.

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