CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into three main sections; conclusion, implication and suggestions from the research finding. Those sections are presented as follows.

A. Conclusions

As stated in the formulation of the problems previously, this study aimed at finding outthe difference students' grammar mastery that conduct peer feedback and get teacher feedback and which one between peer feedback and teacher feedback better improves students' grammar mastery

This study used a quasi experimental design. A quasi design is an experimental design in which the variable can not be randomly assigned. In this study used two different treatment. One class conducts peer feedback (student to student) and the other class gets teacher feedback (teacher to students). This study analyze the data uses ANCOVA.

The conclusion of the result of this study is both of feedback gives positive impact on students' grammar mastery and both of feedback can improve students' grammar mastery especially in using passive voice form. It can be seen from the result of the linier regression in each feedback that the value of the coefficient regression is possitive.

Then, there is a difference on students' grammar mastery who conduct peer feedback and get teacher feedback it can be seen that the

result of corrected model is 0.214. It indicates that the result of ANCOVA rejected H_o.

The last peer feedback better improves students' grammar mastery than teacher feedback. it can be seen ,it can be seen from the result of the linier regression that every one percents the students conduct peer feedback, the post test score increase 84.181. It is different with students who get teacher feedback that every one percents the students get teacher feedback, the post test score increase 56.276.

B. Suggestions

Based on the conclusion of the research, the researcher proposes some suggestions for the following parties: teachers, students, and other researchers.

1. English Teachers

In teaching learning of grammar, an English teacher needs to be selective in applying an appropriate technique which improves motivation for students. The researcher also suggests the teachers should apply peer feedback and teacher feedback in teaching grammar because it gives a chance for students to evaluate their work. It is very beneficial for students if the teachers always share the students' error and mistakes. The students know their mistake and they know how to revise it.

2. The Second Grade Students of Vocational High School

Through peer feedback and teacher feedback in teaching grammar, the students are expected to be no longer dependent on their teachers in receiving feedback. They could ask their peers to provide feedback for their grammar. At last, peer feedback and teacher feedback are expected to help students to improve their grammar mastery.

3. Other Researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. It is possible for other researchers to conduct experiment or action research to improve speaking or other dependent variables ability through peer feedback or teacher feedback. It is also possible for them to design the same topic from the level of the university based on their need and condition.

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