

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestions based on the research findings and discussion in the previous chapters. The researcher summarizes the main points of the study and offers suggestions that may be useful for teachers, students, and future researchers.

#### **A. Conclusion**

Based on the results of the research that has been conducted, it can be concluded that there is significant difference between using peer correction and self-correction methods. The application of the peer correction method has a more significant positive impact in improving students' descriptive paragraph writing skills. This can be seen from the comparison of pre-test and post-test results between the experimental class that uses peer correction and the control class that does not use the method. Students who received corrections from peers showed greater improvements in various aspects of writing.

In aspects such as content, organization, vocabulary, grammar, and mechanics, students involved in peer correction showed noticeable improvements. The process of giving feedback to each other helps students become more aware of their mistakes and encourages them to actively correct them. In addition, they also learn from the mistakes of their friends, which indirectly broadens their understanding of the structure and essential elements of writing descriptive paragraphs.

In addition, in terms of motivation and involvement in the learning process, students who participate in peer correction activities appear to be more active and conducive to learning. Interaction in giving and receiving corrections creates a collaborative learning atmosphere, where students feel more comfortable in putting forward ideas and receiving feedback. This has a positive impact on students' confidence in writing and improves the quality of their overall writing.

Based on the results of the statistical analysis carried out, the improvement of writing skills in the class using the peer correction method was shown to be significantly higher than the control class. Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted, which means that peer correction exerts a significant influence on the improvement of students' descriptive paragraph writing skills.

In other words, it can be concluded that peer correction is an effective strategy in learning to write, especially in the genre of descriptive paragraphs. This method not only assists students in improving writing skills, but also fosters critical thinking skills, cooperation, and awareness of the quality of written language.

## **B. Suggestions**

### **a. For English Teacher**

It is recommended that teachers consider the use of peer correction as one of the core strategies in teaching writing, especially in learning descriptive paragraphs. The peer correction

process not only provides writing exercises, but also creates a collaborative learning environment where students engage in reciprocal feedback and mutual improvement. Teachers can also leverage this approach to shift the focus from teacher-centered learning to student-centered learning, where students take an active role in their own academic development.

#### **b. For Students**

On the other hand, students are expected to be more active and proactive in giving and receiving feedback from their peers. Active participation in peer correction activities helps students understand common mistakes in writing, develop analytical skills, and gain insight into different writing styles. As they review classmates' work, students begin to recognize patterns, identify weaknesses, and apply similar improvements to their own writing.

#### **c. For Future Researchers**

This research can also be a reference for future studies that want to explore the use of peer correction methods in the teaching of other types of texts, such as narrative, recount, or argumentative texts. Researchers can also apply this technique to different levels of education, from elementary school to high school, or even the college level. Furthermore, to gain richer and deeper insights, it is highly recommended that future research include qualitative research instruments, such as interviews, focus group discussions or classroom observations.