

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of discussion. In this art, the researcher also gives the suggestions for the English teacher, students, and the next researcher.

A. CONCLUSION

The result of this research indicates that using peer correction is effective in teaching writing for the tenth-grade students at SMK AL IKHLAS TAROKAN. In analyzing the data, the researcher used ANCOVA by using SPSS 25 version. Based on the analysis showed that there was a significant difference between students who are taught by using peer correction and students who are taught by using elf correction. The result of the mean pretest score for the experimental class was 68.96 and for the control class was 70.46. Meanwhile, the mean of the post-test score for experimental class was 81.68 and for control class was 79.63. It means that the score after giving the treatment was higher than before giving the treatment.

Furthermore, the result of ANCOVA showed that the significant value is smaller than 0.05. It means that the null hypothesis is rejected and alternative hypothesis is accepted. There is a significant difference between students who are taught by using peer correction and students who are taught by using self-correction. In short, peer correction was effective in teaching writing for the tenth-grade students at SMK AL IKHLAS TAROKAN.

B. SUGGESTION

Based on the result of this research, there are some suggestions that would be given by researcher. Hopefully, the suggestions will be useful for the teacher, the students, and the next researcher.

1. Teacher : This study expects that the teacher will have the contribution to utilize the technique of peer correction in teaching writing ability.
2. Students : This study expects that the students will find them interesting getting to know exercise the use of peer correction. They can be active and minimalize of shyness by asking the teacher. In order to, they can ask through their friends.
3. Researcher : This study is expected to provide knowledge and experiences for the next researcher in the learning-teaching process, particularly in the area of teaching writing through peer correction. Furthermore, the next researcher can conduct better research