CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with conclusion and suggestion. After researcher analyzed the data here was the conclusion and suggestion can be described bellow.

A. Conclusion

Based on the finding the research derived from the data analysis presented in the previous chapter, it can be concluded that the students writing ability got better improvement after using peer assessment technique. Throught peer assessment, the students are able to write better than th students were taught without peer assessment. The success of this research can be proved by the result of students' score on writing testing of both classes. It can be seen from the mean score of students' writing in experiment class and control class. Students' writing score in experiment class after post-test that were taught by using peer assessment with mean score (75.43) was higher then the students' score in control class (72.46) that were taught without peer assessment. While, the analyzing of data showed that the value of $t_{caculate}$ 2.212 was higher that the value of t_{table} 1671 for 5% significance, at the degree of freedom 58, this indicated this hypothesis was accepted.

The results of this research also showed the ability of the student is increased in students' writing ability in every component of writing; content, organization, vocabulary, language use and mechanic after using peer assessment. Meanwhile,

the control class that teaches without peer assessment has low score than experimental class in writing.

It can be seen the differences of mean score components writing of students in experimental class and control class : (1) aspect of content, in experimental class the mean score post-test of the students' was 22.3, while in control class was 22.03, with different 0.27. (2) Organization aspect, in experimental class the mean score post-test of students' was 16, while in control class was 15.06, with different 0.4. (3) Vocabulary aspect, in experimental class mean score post-test of students' was 16.6, while in control class was 15.36, with different 1.24. (4) Language use aspect, in experimental class mean scoe post-test of students' was 17.76, while in control class was 16.6, with different 1.16, and (5) Mechanic aspect, in experimental class mean score post-test of students' was 3.06, while in control class was 2.4, with different 1.27.

Related to the conclusion above, that the learning result of teaching writing throught peer assessment can improve students' writing ability, especially in writing recount text. So, use of peer assessment technique in teaching writing could improve the students' writing competence at Junior High School Lubuk Sikaping.

B. Suggestion

Base on the conclusion of the finding, the researcher proposes some recommendations. First, the English teacher should consider the implementation of Peer assessment technique as an alternative technique in teaching writing. And

the students are also suggested to use this technique in learning writing process in creating a more qualified writing.

Then, for the other researcher, it is suggested to carry out further studies about the use of Peer assessment technique and the other technique in improving students' writing. And finally, the finding of this research hopefully can be the beneficial reference for the next investigator in conducting the better research next time.

Moreover, to enlarge the knowledge about various techniques in teaching and learning English, especially in writing, the teachers and the students may get many resources from the books that were available in the bookstores or libraries, and for more references, searching resources from the internet can be a good choice.

Finally, for the other researcher, it is suggested to carry out further studies about the use of presentation technique and the other technique in improving students' writing ability since this study only concern about the use of presentation technique in improving students' writing competence.