

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusion and suggestion of the research that discusses about conclusion and suggestion from the researcher.

#### **A. Conclusion**

The researcher is expected to sum up this thesis after carrying out the research utilizing aforementioned results. The researcher discovered that there were different scores between the pretest and posttest based on the statistical analysis. In comparison to the pretest, the posttest's mean score was higher. The mean of the students' pretest was 52.33, and their overall writing test score was 1570 before they were given peer-correction in the classroom. Hence, the researcher carried out treatment twice. The researcher provided further information concerning descriptive text by peer-correction technique as a learning tool. The students were given a piece of paper that showed a peer-correction symbol, and the researcher explained how to use the peer-correction symbol as the corrector of the pretest they had done. After that, the researcher conducted posttest. The outcome of the learners' posttest mean was 71.10, and their overall writing test score was 2133. The discrepancy between both test is substantial, according to the calculation of the t-test and t-table results for the 0.05 significance level. The score for t-test was  $-119.751 < 2.045$  (t table). Therefore, it is certain that  $H_a$  is accepted and  $H_o$  is rejected, also apparent from the results presented above that the significance value is 0.000. Since the significant value is  $0.000 < 0.05$  in reference to the Paired

Sample t-Test decision making foundation, it can be contended that Peer-Correction has an improvement on the writing skills of seventh grade students at SMPN 10 Kota Serang.

## **B. Suggestion**

According on the findings of the study, the researcher intends to submit the following suggestions:

### **1. For the teachers**

To avoid the boredom of the class for the students, the teacher ought to be willing to guide English using variety of methods. In being able to help students understand writing texts more clearly, the study advised teachers to use peer-correction when teaching writing.

### **2. For the students**

Students ought to more engaged and inventive when doing the activity after receiving peer correction of their work in hopes of improving their writing performance. By employing diverse methods, which anticipated that leaners will more engaged in the activity of collaborative learning.

### **3. For further researcher**

This study is intended to also be utilized as further source and to influence future researchers to investigate on peer correction as it applies to different kinds of text, which are recount text, procedure text, or narrative text.