

CHAPTER V

DISCUSSION

In this chapter consisted of discussion about the result of the study. The result of the students' obtained score of writing ability test from the experiment class that was taught writing by using peer correction and teacher written feedback. The researcher analysis the data used two ways repeated measures ANOVA for examined the alternative and null hypothesis.

The result of first hypothesis showed that students who were taught using peer correction technique got higher score than the score of their pre test. It was proved by the mean score of the students who were taught using peer correction technique got 66.25 and 67.0625. It indicates that there was significant improvement between pre-test and post test scores. It was also proved by the result of hypothesis test calculation; it was found that the value of F_{value} (20.058) is higher than F_{table} (4.54). It meant the alternative hypothesis was accepted and null hypothesis was rejected. The findings of the study verified the assumption of writer that peer correction is effective. It can be showed by doing a quick comparison between first drafts and final drafts of students. It helped the students get an understanding to make a coherent piece of paragraph, commented on other's work about how ideas should join together and improve writing skill by reviewing each other's work. This statistical finding verified the theories of teaching writing used peer correction can increase the students' ability that has been stated at the previous chapter (chapter II). The findings of the study verified

the statement that peer correction help develop students' editing skill and established a social context for writing.

The result of second hypothesis showed that students who were taught using teacher written feedback technique got higher score than the score of their pre test. It was proved by the mean score of the students who were taught teacher written feedback technique got 66.25 and 70.375. It indicates that there was significant improvement between pre-test and post test scores. It was also proved by the result of hypothesis test calculation; it was found that the value of F_{value} (11.396) is higher than F_{table} (4.54). It meant the alternative hypothesis was accepted and null hypothesis was rejected. This statistical finding verified the theories of teaching writing used teacher written feedback technique can increase the students' ability that has been stated at the previous chapter (chapter II). The findings of the study verified the statement that teacher feedback was helpful to improve the students' writing, they appreciate receiving positive, negative or praise comment to nurture their confidence as writers and their motivation to write. It makes the students most helpful in guiding their revisions.

The result of the third hypothesis showed that the F_{value} (22.781) is higher than F_{table} (4.54). It meant the alternative hypothesis was accepted and null hypothesis was rejected. It showed that between peer correction and teacher written feedback gave significant effect on the students' paragraph writing ability.

Based on the researcher observations while doing the treatments, there were several possible reasons to use peer correction and teacher written feedback techniques in teaching paragraph writing, it could be described as follows:

First, peer correction technique for teaching writing is to get a reader's opinion about the student writing. A reader can tell that the writer should add more details or explanation, something is not organized clearly, some information that is not relevant or there is something that is hard to understand, these comments will help the writer to write the next draft.

Second, peer correction enhanced students' writing awareness. The students will be more careful when writing in future and can help the students sort out careless mistakes. The students can learn a lot from their mistake, and also in those activities they feel confident and relaxing. Thus, they can comfortably improve their writing ability. Dealing with this, Walk stated that received comments from their friends can bring students more inspiration and confidence which helps them write more and better afterwards.⁸⁵

Third, teachers provide feedback on student writing to support students' writing development and nurture their confidence as writers. Teacher feedback rarely has as great an impact on students' writing development. Related with this, Ferris focused on the effect of teacher written feedback on students draft and assessed whether revision made in response to that feedback led to improvement in the student writing.⁸⁶

Fourth, students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made. In addition, students feel that feedback is useful in encouraging them to reflect on aspects of

⁸⁵ Kerry Walk, Responding to Student Writing. Princeton University. from http://www.web.princeton.edu/sites/writing/Writing_Disciplines/pdfs/Responding.pdf, 1996, Accessed on September, 2014

⁸⁶ Ferris, The Influence of teacher feedback on student revision, *TESOL Quarterly*, volume 31/2, 1997, p. 315-339

their writing and to develop improvements. Dealing with this, Ferris which have examined student progress in writing ability found that writers who received teacher written feedback on their paragraph showed improvements, which in some cases were statistically significant.⁸⁷

⁸⁷ *Ibid*, p. 315-339

CHAPTER VI

CLOSURE

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problems of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make better improvement and motivation for students, teacher and researcher related with the teaching learning of paragraph writing by using peer correction and teacher written feedback techniques.

A. Conclusion

1. Based on the result of data analysis, the score of F_{value} within-subjects (peer correction) was 20.058 and the score F_{table} at the level of $df = 0.1$ was 4.54. Because F_{value} (20.058) was higher than F_{table} (4.54), it could be interpreted that the alternative hypothesis stating that teaching writing used peer correction technique gave significant effect on the students' score the null hypothesis was rejected.
2. Based on the result of data analysis, the score of F_{value} within-subjects (teacher written feedback) was 11.396 and the score F_{table} at the level of $df = 0.1$ was 4.54. Because F_{value} (11.396) was higher than F_{table} (4.54), it could be interpreted that the alternative hypothesis stating that teaching writing used teacher written feedback technique gave significant effect on the students' score the null hypothesis was rejected.

3. Based on the result of data analysis, the score of F_{value} within-subjects (peer correction*teacher written feedback) was 22.781 and the score F_{table} at the level of $df = 0.1$ was 4.54. Because F_{value} (22.781) was higher than F_{table} (4.54), it could be interpreted that the alternative hypothesis stating that teaching writing used peer correction and teacher written feedback technique gave significant effect on the students' score and the null hypothesis was rejected.

B. Suggestions

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers and the researchers as follow:

1. For the Students

The students can use these techniques to improve their ability in learning writing. It improved their writing components such as content, organization, vocabulary, grammar and spelling. The students can use these techniques with other text. The researcher provides students some advice on giving more effective peer written feedback. Students should address different aspects when giving comments on writing.

2. For the Teachers

Teachers had better raise students' awareness of peer correction and teacher written feedback before providing them with some advice on using feedback efficiently. Moreover, regarding intervention activity, teachers can support students during writing periods or break-time by helping them find the solution to some problems. Last but not least, teachers should

choose an effective method of assessment during feedback process. Through this type of feedback, they can evaluate both the writers through their improvement revealed in the between-draft changes and the reviewers through their critical comments on writing.

3. For the Other Researchers

Since the study was experiment study by using peer correction and teacher written feedback in teaching writing narrative text for the third semester students of English Study Program of STAIN Palangka Raya. The results of the study found that the peer correction and teacher written feedback gave significant effect on the students' score in writing narrative text.

The writer recommends for the other researcher who want to conduct the study with a broader target population and the addition of another supplemental method. Furthermore, other researchers who are interested in peer correction and teacher written feedback can broaden the scale of the study to cover another kind of feedback, that is, direct or indirect feedback.