

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions, it is possible to infer that using Peer Correction technique in teaching analytical exposition writing skill has a beneficial impact on the learning of class XI MAN 1 Cilegon students. This is proved by the hypothesis test results, which reveal that the significance value attained is 0.034, which is less than the significance level of 0.05. Aside from that, the average post-test results, particularly teaching using Peer correction technique are 74.87 with the maximum score being 89 and lowest score is 55. Also the data of the population was distributed normally, the tcount of Equal variances was 2.168 with the sig.(2-tailed) was 0.034. It means the score was lower than determined significance value 0.05. As the results, it can be seen that $0.034 < 0.05$ which mean that null hypothesis (H_0) was rejected at the alternative hypothesis (H_a) was accepted. As the results, there was significant effect between using peer correction and without using peer correction in writing achievement.

B. Suggestion

1. For the Teacher
 - a. English teachers are encouraged to incorporate peer correction techniques into their teaching-learning processes, particularly in writing instruction. This approach can facilitate student comprehension of the material by fostering peer support and boosting their self-assurance in producing high-quality written work.
 - b. Teachers should closely monitor the writing stages undertaken by students, as this can significantly impact their writing development.

- c. Teacher should invite and raise the students' interest and motivation in learning writing skill.
2. For the students:
 - a. Students should actively engage in the classroom and not solely rely on teachers as their primary source of knowledge. Peer learning is an essential component of the educational process, fostering social interactions, mutual respect, and a collaborative learning environment.
 - b. Students should appreciating peers, regardless of their English proficiency, can enhance their confidence in their learning journey.
 - c. Students should active participation in peer correction is seen as a key factor in fostering dedicated writing practice and achieving excellent results.
 3. For other researcher:

Other researchers who are going to conduct the experimental study, this research can be a reference for further analysis related to teaching writing of other kinds of texts not only for learning analytical exposition text.