

CHAPTER V

CONCLUSION AND SUGGESTION

5.3. Conclusion

This research was a true experimental study which had two variables those were peer editing as the independent variable while students' writing skill of narrative text as the dependent variable. The objective of this research was to examine the effect of peer editing in improving students' writing skill of narrative text at Tenth grade students of SMA N 1 Kembang in the academic year 2020/2021. Based on the previous chapter, the conclusion of this research were:

1. Students in experimental class were taught by applying peer editing while students in control class were taught by applying conventional method. The students' mean score in experimental class got 63,75 in pre test while students in control class got 64,15. It showed that the students' mean score in control class was higher than experimental class. Then, after giving treatment in three times the researcher gave post test to experimental and control class. The students' mean score in experimental class was higher than students in control class. It could be seen from the post test score that was students in experimental class got 86,08 while students in control class got 80,78.
2. There was significant effect of peer editing in improving students writing skill of narrative text at the tenth grade of SMA N 1 Kembang. It was showed from the result of independent sample t-test, that was

the result of significance was 5,196. Based on the result, $\text{sig } 5,196 > 2,000$ (significance level of 5%), it meant that H_a (alternative hypothesis) was accepted and H_o (null hypothesis) was rejected. So, the conclusion was peer editing was effective in improving students' writing skill of narrative text at the tenth grade of SMA N 1 Kembang.

3. Students were comfortable during the learning process because peer editing gave a strong feeling for students in a group and created the positive atmosphere during the learning process.

In conclusion, peer editing was an effective technique in teaching writing at the tenth grade. Peer editing could improve the students' writing skill in narrative text especially students could generate their ideas based the generic structure of the text, applied the correct grammar, and made students more comfortable in learning process.

5.4.Suggestion

There were two recommendations defined by the researcher. First, students needed peer editing as the effective technique in teaching writing. The researcher trusted that peer editing gave many advantages to improve the students' writing skill. Students became more confident in learning because their errors in writing were corrected by their friend. So, students could improve their writing skill little by little.

Second, the English teacher should use peer editing as the technique in teaching writing. The researcher trusted that peer editing

involved the students directly in learning process. So, students would get new experience in learning while they could improve their writing skill.

