CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion and implication about the research findings that have been reported on the previous chapter. Besides those two, the writer also presents some suggestions related to the findings of the research.

A. Conclusion

Based on the result of the data analysis, the research findings are as follows:
1. There is a significant difference between Peer Assisted Learning Strategy and Guided Writing Strategy to teach writing.
2. Peer Assisted Learning Strategy is more effective than Guided Writing Strategy to teach writing.

Based on the research findings, it can be concluded that Peer Assisted Learning is effective to teach writing skill.

B. Implication

Based on the result of the research, it shows that Peer Assisted Learning gives better improvement and result in writing skill than Guided Writing. It means that Peer Assisted Learning is effective to be implemented as the strategy in teaching writing. By using Peer Assisted Learning the students can be active in thinking, sharing, developing, organizing, and correcting their ideas in a peer discussion before writing. The students have big opportunities to be active and work in peer. The students learn to share, create, correct, and negotiate with their peer in composing their text. They are given opportunity to apply their knowledge about language (English) on peer activity. It encourages the students to be active in all writing activities. By working as writer and helper, they take turns on writing the text together. It makes the
students have interaction with their peer without teacher intervention. It means students are not rely too much to the teacher.

To achieve better writing skill improvement in teaching writing, there are some important things for the teacher to follow. Teachers are suggested to use interesting strategy such as Peer Assisted Learning so that the students are challenged to express their ideas and play roles as student and teacher when creating their text. The teacher can comply Peer Assisted Learning steps as follows:

1. The teacher decides the material/text that will be focused. In this research is focused on recount and narrative text.
2. The teacher starts to pair the students up. Before doing the activity, teachers pair up students based on their writing level. The one who is at a higher writing level plays the role of a Helper, and the one who is at a lower writing level a Writer (Pair Up)
3. The teacher gives brief explanation about the text. While doing this, the teacher gives time to the students to build their mutual trust and comfortable atmosphere as a peer. (Warm Up)
4. The teachers begin to train the students to follow six steps of the strategy: ideas, draft, read, edit, final copy, and the teacher evaluates. The teacher spreads the guideline for both helper and writer (introducing the writing steps).
5. The teacher introduces the important components in narrative writing such as character, setting, problem, and solution. The students are provided with complete questions that mostly begin with “wh question” words (Generate Ideas).
6. The teacher chooses one specific stage from the five stages given to the students before they move on to writing. However, one should keep in mind that the stages chosen should not be stagnant. They should rely on the students' writing development. In other words, teachers may choose a higher stage for the pair to work on when the students progress in their writing. After the teacher chooses a stage, the paired writers will receive...
instruction from the teacher regarding what they are expected to do in that particular stage. The pair then proceeds to write. The teacher should emphasize that the Writer does not have to worry too much about spelling when he/she is writing a draft. Emphasis at this point should be on having the students continue writing and allowing the ideas to flow (Draft).

7. The teacher asks the students those role as a writer to read the writing aloud. In this section if the writer reads a word incorrectly, the helper may provide support if capable of doing so. (Read).

8. The teacher provides scaffolding to students in a piece of guidelines. The teacher orders both writer and helper to look at the draft together and consider whether improvements are necessary. On this section, students must consider the five edit levels (content, organization, grammar, vocabulary, and mechanics). Peer needs to reread more than once checking on different criteria on each occasion (Edit).

9. The teacher tells the writer to make a neat or best version of the corrected draft. The best copy is a joint product of the pair and is then turned in to the teacher (Final Copy).

10. The teacher evaluates the students’ writing and gives students opportunity to receive comments and instructive feedback. (The Teacher Evaluates)

C. Suggestion

Related to the result of the study that there is significant difference in the writing skill between the students taught using Peer Assisted Writing and those taught using Guided Writing and the students taught using Peer Assisted Writing have better writing skill, the researcher would like to give suggestion as follows:

1. For teachers

Because the result of this research shows that Peer Assisted Writing is better than Guided Writing in teaching writing, it is
recommended for teacher to use Peer Assisted Writing as the strategy to teach writing.

2. For Students

To improve students’ writing skill, they should not be afraid to make mistakes in the writing class. They have to be confident in applying what they have learned. The students should be brave to give comments, suggestions, and criticisms in revising their peer’s work because these activities can improve their own writing ability. The students need to improve their knowledge in writing aspects like grammar, mechanics, and the other aspects.

3. For School

The school has important role in improving the students’ writing skill. Since Peer Assisted Strategy is an effective strategy to teach writing and it suits to the newest curriculum, the school needs to introduce this strategy to teachers and suggests them to use this strategy in teaching writing.