

CHAPTER FIVE

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer elaborates a conclusions and suggestion based on the result on the present research. The conclusion is drawn from the previous chapter, while the writer present suggestion for further research related to the current topic.

5.1 Conclusions

This research investigates the integration of peer feedback and digital flashcards in teaching writing of recount text. Meanwhile, the research aims to observe the teacher's step in integrating peer feedback and digital flashcards in teaching writing of recount text and to observe how students of eighth grade of junior high school perceived their learning experience in writing class, especially writing recount class. The way the writer obtained the data for the research by employing observation, interviews, and students' documents of recount text. For that, based on the result and data analysis discussed in the present research, there are two broad conclusions to answer the research questions.

first conclusion that seven steps were applied by the teacher in integrating peer feedback and digital flashcards in teaching writing of recount text in the eighth grade of junior high school in Pangandaran. In the first step, starting the class by overviewing how the process of learning writing of recount text will be used. In the second step, the teacher correlated and reviewed the implementation of digital flashcards with recount text. The third step was ordering students to write recount text after the material session.

In the fourth step, the teacher encouraged students to give more qualified feedback on each other's draft of the recount text based on the points in the peer training template guideline. Fifth, the teacher allowed students to revise their draft based on their peer's feedback. The sixth, the teacher encouraged students to come forward to read their text in front of the class. In the last step, the concluding activity, the teacher gave brief comments on students' writing, and made sure that students understood the material, and then the class was closed.

The second conclusion revealed that the students experienced with peer feedback and digital flashcards positively affected their motivation to write recount text and improve their writing skills, especially writing recount text. Based on the findings, it was recognized that peer feedback and digital flashcards can be used as a teaching method to motivate students in writing recount text and it was a beneficial framework to stimulate them to produce better text easier and more engaging way.

5.2 Suggestion

Based on the findings and conclusion of the research, the writer proposes some suggestions for the following parties: teachers, students, and other researchers.

Firstly, the teacher needs to integrate multimedia elements such as audio into flashcards to provide various learning styles. For instance, visual learners may benefit from images that illustrate the ideas and content being showed, while auditory learners can benefit from hearing the correct pronunciation of words and organize ideas for story by hearing it.

Secondly, for the students learning to write recount texts using peer feedback and digital flashcards, they performed well in producing, responding, and revising their texts. However, some students still passively agreed to their peers' feedback without critically engaging with it. This passive acceptance suggests a need for further training in providing and receiving constructive criticism. To address this, teacher could implement additional exercises focused on critical thinking and active engagement with feedback, ensuring students not only accept but also understand and apply the suggestions given. This approach can help foster a more interactive and collaborative learning environment, ultimately enhancing the students' writing skills and their ability to provide and receive meaningful feedback.

Thirdly, the writer acknowledges that the study has limitations due to its small sample size and the use of only three research instruments: classroom observation, interviews, and students' recount text documents. To address these limitations, further researchers are suggested to broaden the participants applied in their studies and use additional research instruments to provide rich data and to enrich the results. Moreover, future researchers are encouraged to employ quantitative methods to gain statistical insights, offering a more holistic understanding of the phenomena under study and strengthening the overall validity and reliability of the research outcomes.