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## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the data presentation and data analysis in the chapter IV, finally the researcher would like to depict the conclusion as follows:

1. For the first hypothesis, the students' writing ability on descriptive text taught by using Peer Editing technique at the seventh grade of Junior High School 34 Pekanbaru is categorized into Good category which mean score is 70.60.
2. For the second hypothesis, the students' writing ability on descriptive text taught without using Peer Editing technique at the seventh grade of Junior High School 34 is categorized into Enough category which mean score is 55.30.
3. For the third hypothesis, there is a significant difference between taught and without being taught by using Peer Editing technique on students' writing ability at the seventh grade of Junior High School 34 Pekanbaru. It can be seen from the result of data analysis. The mean of experimental group post-test score was 70.60 categorized into Good level, while the mean of control group post-test score was 55.30 categorized into Enough level. Furthermore,  $t_0$  obtained was 11.031 compared with T-table of  $df= 38$  in significance level of 5% and 1% and it became  $2.03 < 11.031 > 2.72$ . Then, the number of significance was  $0.000 < 0.05$ . Thus,  $H_a$  is accepted while  $H_o$  is rejected.

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4. There is a significant effect on students' writing ability taught by using Peer Editing technique. Eta square is 0.76, it means that the effect size had large effect.

## B. Suggestion

Based on the result of the study that had been stated on the conclusion sections above, then some suggestion is put forward by the researcher to the English teacher, the advancement of knowledge, and other researcher as follows:

### 1. Suggestion for the English Teacher

- a. It is suggested to the English teacher, especially one who teaches English in SMP 34 Pekanbaru, to use Peer Editing as one alternative technique in teaching writing since it can improve the students' interest and motivation in learning writing.
- b. The English teachers are suggested to be more active and creative in experimenting different kinds of teaching strategies because the use of varied techniques and strategies can greatly increase the motivation and the interest of the students.
- c. English teacher can apply peer editing technique in different level and Peer editing technique can be used in commenting other aspects in writing skill.

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**2. Suggestion for the students**

- a. The students should practice their English, not only in the classroom but also outside of classroom.
- b. The students have to be ready in communication by using English because mastering an English language is absolutely needed due to the effect of the era of globalization.
- c. The students develop their writing skill since writing is one of the important components in learning English and their daily life.
- d. It is appropriate to build up the students' interaction in the class activity.
- e. The students are also hoped to write as much as possible to increase their grammatical competence in order to support their writing ability.

**3. Suggestion for the next researcher**

- a. Due to the time that the researcher had was very much limited during this research, and then it is suggested for the other researchers to conduct the same research using the same technique but with longer time allocation.
- b. it is suggested to conduct the same study with the same way but to the higher level of students or school.