

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

After Analyzing the data, the conclusion drawn related to the implementation of peer assessment in reading skill through task based learning at grade tenth in SMA Negeri 1 Labuhan Deli as follows:

1. The activities of implementing peer assessment in reading skill through Task Based Learning at grade tenth in SMA Negeri 1 Labuhan Deli, there were 3 steps or phases to implement peer assessment through Task Based Learning, the phases such as Pre-Task, Task-Cycle, and Language Focus. These three phases had done well, from three teachers which is two teachers did it well, and one out of the teacher didn't it well.
2. To implement peer assessment is not easy, there are supporting and also obstacle to apply it. That reason some teachers didn't want to applied peer assessment because of the obstacle factors in applied it. The supporting factors, there were indicators, such as teachers' competence, students' ready to start the teaching and learning process, how the headmaster lead in the school, create the conducive learning environment. And for the obstacle factors, there were indicators like, less socialization about the curriculum, the time allocation is little, total of the students in the classroom were big. Based on the research, supporting and obstacle factors had same percentages. It meant that supporting and obstacle factors were balance.

5.2 Suggestion

In the end of this chapter, the researcher would like to give suggestions related to the research as follows:

1. For the English teacher

Teachers as the most responsible parties in implementing peer assessment. The peer assessment should be considered as a technique to be used by English teachers to know the students' reading skill in the classroom and this research can be guidance to English teachers to implementing peer assessment in reading skill through tasks. Then, the English teachers should follow the steps in the peer assessment technique in teaching reading to make the students easy improved their reading skill.

2. For the next researcher

For the next researcher who wants to explore the same topic, it is suggested to do the researcher in different school. It is recommended to develop this kind of learning technique for teaching different language skills and language component.