

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion on the implementation of peer collaboration in teaching recount text writing for Grade IX students, conclusion is drawn as follows:

1. Based on the framework (Harmer, 2004) and supported by the principles of collaborative learning (Vygotsky, 1978), the implementation of Peer Collaboration in teaching writing recount texts was carried out through five main stages, namely planning and brainstorming, organizing the sequence of events, drafting the text together, peer reviewing and revision, and finalizing and sharing. In each stage, students actively interacted with their peers by sharing ideas, organizing their thoughts, constructing texts collaboratively, and providing feedback to improve their writing. The teacher played an important role in facilitating the process by guiding discussions, monitoring students' activities, and providing feedback when necessary. The implementation of peer collaboration created an interactive learning environment and supported students in developing their writing skills more effectively.
2. From the interview data, it can be concluded that Peer Collaboration was used in teaching writing recount texts for several important reasons. The teacher applied this strategy to help students overcome their difficulties in

generating and developing ideas, as well as organizing their thoughts into a coherent text. In addition, peer collaboration was used to encourage students' active participation and interaction during the learning process. Peer Collaboration allowed students to support each other, especially those with different levels of ability, and provided opportunities for students to give and receive feedback to improve their writing. Therefore, the use of peer collaboration was considered effective in creating a more interactive learning environment and enhancing students' writing skills.

B. Suggestion

Based on the conclusions drawn from the implementation findings and the factors that influenced them, several suggestions were put forward for related parties to increase the effectiveness of Peer Collaboration implementation in the future.

1. For English teachers, Given the finding that students are "afraid to provide comments", Teachers are advised to allocate time in the Pre-Writing Stage to train students to provide constructive criticism. This training can take the form of modeling or a mini-lesson on "How to give good feedback without attacking your friends personally," which aims to build students' competence and confidence in assessing. In addition, even though Teachers choose to form groups based on efficiency (deskmates), it is recommended that Teachers try variations in group formation (mixed-ability grouping) periodically to optimize the potential of the Zone of Proximal Development

(ZPD). Finally, based on time constraints recognized by Teachers, it is recommended that time allocation be more focused: Teachers need to more firmly limit individual drafting time and allocate greater and more focused time for discussion and revision as the core of collaborative methods.

2. For students are encouraged to take an active role as responsible reviewers. They need to understand that providing criticism based on assessment instruments is not a negative action, but an important part of the learning process that helps improve the quality of their friends' and their own writing. Practically, students need to understand more deeply the feedback criteria given by the teacher (orientation, sequence of events, re-orientation) and avoid giving comments that are too general or non-specific such as "That's good."
3. For future researchers are expanding areas of investigation that focus on interaction quality. This can be done by conducting a comparative study that compares the quality of written feedback given by students versus the quality of oral feedback during discussions, to gain a deeper understanding of the barriers to affective peer feedback. Apart from that, it is also recommended to examine Teacher self-efficacy in depth regarding this method, because Teachers' views and beliefs about students' abilities (as seen in) are the main determining factors in how a method is implemented in the classroom