

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

The conclusions of this study were drawn from the results of research that had been conducted at SMK Telkom 1 Medan which was divided into two parts.

1. The researcher revealed that SMK Telkom 1 Medan has provided a comprehensive exploration of peer feedback dynamics and teacher roles during student presentations. The analysis of peer feedback types revealed a nuanced landscape where students employed a variety of feedback modalities to engage with their peers' presentations. Positive feedback emerged as the most prevalent type, comprising 33.3% of all feedback instances. This type of feedback primarily focused on affirming the strengths of presenters and offering encouraging suggestions for improvement. Examples included compliments on the presentation's visual appeal or recommendations to speak louder and use more English, enhancing the presenters' confidence and motivation.

Following positive feedback, specific feedback accounted for 23.8% of instances. Specific feedback was characterized by its detailed critique and focused suggestions for enhancement. For instance, students provided specific comments on the need for more detailed explanations of materials or critiques on overly flashy presentations. This type of feedback was instrumental in guiding presenters towards specific areas for improvement, fostering a culture of constructive criticism and targeted improvement.

Neutral feedback constituted 19.2% of the total instances, showcasing an objective and balanced approach to feedback delivery. This type of feedback avoided strong opinions and instead focused on factual observations and general comments. Examples included neutral questions about presentation details or neutral observations about preparation methods. Neutral feedback contributed to maintaining a respectful and impartial feedback environment, ensuring that all viewpoints were considered without bias.

Negative feedback, comprising 14.2% of instances, represented critiques that highlighted weaknesses or errors in presentations. This type of feedback was delivered in a more direct and sometimes harsh manner, pointing out shortcomings such as unclear language or lack of effort in preparation. Despite its potential discouragement, negative feedback provided crucial insights into areas needing improvement, motivating presenters to address specific issues and refine their future performances.

2. The researcher also revealed that the role of teachers in facilitating these feedback interactions was pivotal, with facilitative roles encompassing 92.3% of their engagement. As facilitators, teachers guided discussions, posed questions to stimulate critical thinking, and encouraged active participation from students. They played a crucial role in structuring feedback sessions, ensuring that all presenters received comprehensive feedback and fostering a collaborative learning environment.

Teachers also assumed counselor roles (7.7% of instances), providing direct solutions and guidance to students facing challenges during presentations.

This role was exemplified by teachers offering practical advice, such as suggesting where to buy ingredients to enhance presentation quality. By combining facilitative and counselor roles, teachers effectively supported students in navigating feedback processes and overcoming presentation hurdles

## 5.2. Suggestion

Several suggestions from the researcher to enhance the effectiveness of peer feedback mechanisms and teacher motivation in developing presentation skills at SMK Telkom 1 Medan.

1. Structured training programs should be implemented to equip students with effective feedback skills. Emphasizing constructive criticism and supportive encouragement in this program can help students provide valuable insights while maintaining a positive learning environment.

Professional development opportunities should be offered to teachers. This program should focus on improving facilitation skills, including strategies to guide diverse feedback sessions and encourage active student participation. By enhancing teachers' competence in facilitating feedback, classrooms can become more conducive to collaborative learning and constructive dialogue.

2. Establishing peer mentorship programs can provide significant benefits to students. Experienced peers can mentor their classmates in giving and receiving feedback effectively. This initiative not only promotes a supportive culture but also encourages students to take responsibility for

their learning journey, enhancing their presentation skills through shared experiences and insights.

Furthermore, developing clear and comprehensive feedback rubrics or guidelines is crucial. These tools should outline expectations for content, structure, and delivery of feedback. Standardizing feedback practices allows educators to ensure consistency in assessment and provide actionable guidance for student improvement.

Integrating peer feedback as a regular component of classroom assessments is also essential. By making feedback an integral part of the learning process, students have continuous opportunities to apply feedback, refine their presentation techniques, and grow professionally.

With these measures, SMK Telkom 1 Medan can develop a robust feedback culture that enhances students' presentation skills, promotes meaningful peer interactions, and supports teachers in effectively guiding and motivating students. This holistic approach not only supports direct skill development but also cultivates lifelong learning habits and collaborative attitudes among students, preparing them for academic and professional success.

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