

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents the conclusions of the research, the implications of the study, and proposes some suggestions concerning research findings. The conclusion covers the summary of the whole content of the research finding, and suggestion is addressed to the academic writing lecturer and other researchers.

A. Conclusions

Based on the result of data analysis and discussion, this research draws several conclusions as follows:

1. The graduate students understand that the practice of peer-assessment for Scientific Writing in academic writing class requires them to understand the peer-assessment pre-determined criteria, to read their peer's Scientific Writing critically, formulated feedback for peer, and to give feedback for their peer. The graduate students maximize the interaction process by questioning and answering peer's responses that lead them to gain benefits from the practice of peer-assessment for Scientific Writing in the academic writing class. Although the graduate students felt the reluctance of being involved in peer-assessment, they have the solution since they act responsibly in assessing their peer' Scientific Writing. The graduate students have been through several meetings which deal with peer-assessment practice and getting more comfortable in giving feedback for peer or getting feedback from a peer.
2. The type of peer-assessment that the lecturer chose in the academic writing class for assessing Scientific Writing is based on the class situation and condition, but the lecturer focuses on building the critical thinking process through critical reading activity on peer-assessment practice and stimulating social skills for the graduate students by giving them chances to interact while peer-assessment practice as it is written in the goal of the academic writing course. The process of peer-assessment that practiced for Scientific Writing runs very well; the graduate students show a positive attitude toward the

practice of peer-assessment that carried out by the lecturer and the lecturer can consider the quality of graduate students' Scientific Writing from the product and the process.

3. Peer-assessment brings several benefits which can be addressed by the graduate students. Self-regulation and critical thinking are two abilities that have been sharpening in peer-assessment practice for Scientific Writing in the Academic Writing class. Besides, associated with graduate students' Scientific Writing, peer-assessment let the graduate students receive feedback from a peer which help them to revise their Scientific Writing since their peer provide feedback for them. The graduate students show several things that beneficial for them in the process of writing a scientific paper because of peer-assessment practice. The graduate students could understand the strengths and weaknesses of their scientific writing from the feedback that is given by their peer, which useful for them doing the revision. Nevertheless, the graduate students have difficulty in understanding the criteria of the peer-assessment scoring system if the lecturer did not explain it in detail. As a result, the graduate students might get misinform in giving feedback or getting feedback from a peer.

B. Implications

Based on the conclusions above, the follow-up to this study implies to improve English writing specifically in Scientific Writing. This study explained the type and process of peer-assessment practice that becomes the guide for the lecturer of an academic writing course. The academic writing lecturer will know what kind of peer-assessment that she/he practiced in the class. The type of peer-assessment that practiced in this research also provide choices as the alternative for the lecturer in practicing peer-assessment in the academic writing class.

The graduate students understanding on the practice of peer-assessment help the academic writing lecturer to make the peer-assessment practice run well, but there is the difficulty of graduate students in practicing peer-assessment. By knowing the challenge faced by the graduate students, the lecturer can make

consideration to determine the way to make the graduate students deal with the peer-assessment pre-determined criteria. The excellent effect for the students helps the lecturer know that the practice of peer-assessment in the academic writing class brings benefits received by the students. Related to the adverse impact, the lecturer can use it like the reflection on the peer-assessment practice to improve in the next practice in other classes.

C. Suggestions

The findings from the practice of peer-assessment for graduate students draw suggestions for another researcher. There must be benefits of peer-assessment practice unexplored in this research. This research explains the advantages and disadvantages of peer-assessment practice that related to the graduate students in individuals, the gains in the form of the product of Scientific Writing is not explored deeply. The next researcher could probably do experimental research on the improvement of the score of Scientific Writing of graduate students before and after practicing peer-assessment. Besides, the exploration of the content of peer-assessment pre-determined is an exciting research idea which deals with content analysis study. The research can be done from the elementary level to higher education level. Thus it is expected that further researcher researches the practice of peer-assessment in different level of education.