

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of all the results generated from the findings. Then, this chapter also presented the researcher's suggestions oriented to the students, lecturer, the researcher, and other future researchers.

#### **5.1 Conclusion**

Based on the result of data analysis by using thematic analysis above, the researcher found that lecturer's perception on the implementation of peer assessment in oral presentation at English Education Study Program of the Univeritas Sriwijaya Palembang were oriented to some components namely as 1) accelerating the assessment, 2) replacing module, 3) knowing students' mastery, 4) increasing skills, 5) enhancing the reactive quickness, 6) decreasing anxiety, 7) increasing activeness, 8) enhancing the English quality, 9) increasing independent involvement, and 10) increasing the whole students' involvement.

#### **5.2 Suggestion**

According to the conclusion above, the researcher would like to convey some suggestions that it is important to criticize and pay much attention on lecturer's perception on the implementation of peer assessment in oral presentation in English classes. In this context, the researcher's suggestions are oriented to the students, the lecturers, the researcher, and other future researchers.

By knowing the lecturer's perception on the implementation of peer assessment in oral presentation in English class, the researcher hopes that the students can

understand about the purpose of implementing peer assessment in English learning. Then, the students can activate their mind for criticism to be in a habit of identifying the others' performance weaknesses and strengths so that they can demonstrate the strengths in their performance and avoid the same mistakes while performing.

Next, the researcher expects that the present study can give the lecturers beneficial information about the implementation of peer assessment in oral presentation in English class. By knowing the information about the implementation of peer assessment in oral presentation in English class, the lecturer can teach English more creatively so that the lecturers can teach English through peer assessment in various techniques to avoid the students' boredom.

The fourth is the researcher expect that the result of this study can give much information about the implementation of peer-assessment oral presentation to the researcher. Consequently, the researcher hopes that it can help the researcher to encourage her students to distribute much engagement in EFL classroom in order to increase their English ability when the researcher finds the same situation.

Finally, the researcher hopes that the result of the present study can be a useful source for the next future researchers who are interested to excavate more information about the implementation of peer assessment in oral presentation in English class. It is suggested that other researchers are interested to investigate peer assessment in oral presentation so that the researchers can do their researches at other levels of education or other skills such as speaking, listening, reading, or even writing. After that, the researcher expects that the next future researchers can expand

the scope of studies about this case not only peer assessment for oral presentation but also other scopes such as peer assessment in listening, writing, reading, participation, and so on to enrich the knowledge scopes of peer assessments.