

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on research findings and discussion in the previous chapter, there are three main research questions to answer in this study. The first research question is about the types of teacher's feedback in the speaking activities. The second one is about the students' perception towards teacher's feedback in the speaking activities. The last is the way of the teacher gives feedback. So, the researcher makes these following conclusions:

1. The teacher often used explicit correction in giving feedback in students' speaking activities. The teacher clearly indicated that the student's utterance was incorrect and provided the correct form to them directly. There was only little feedback in the form of elicitation, clarification request, and metalinguistic feedback. None of her feedback was in the form of repetition and recast.
2. The teacher more focused on phonological errors in which all of them were related to mispronunciation. There was only a little feedback on grammatical, lexical, and interpretive error.
3. The students' perceptions of teacher's feedback are:
 - a. Teacher's feedback was objective. It indicated that there was no personal bias in the feedback given. The teacher gave feedback to the students

based on the realfact, it was not influenced by personal feeling, and she did not differentiate onestudent with another.

- b. Teacher's feedback was clear. It indicated that the teacher' feedback wascomprehensible and understandable.
- c. Teacher's feedback was helpful for the students. It indicated that the studentsneeded feedback from the teacher. It could assist them in improving theirspeaking ability. It could help them to know whether they were doing right, whattheir weaknesses were and how they could make it better.
- d. Teacher's feedback was encouraging. It indicated that the teacher's feedbackmotivated the students to improve their speaking ability.
- e. Teacher's feedback was proportional. The students did not have any negativefeelings after they got feedback from the teacher. It indicated that the feedbackdid not make them feel insulted or ashamed because the teacher gave too muchfeedback or too little feedback. In addition, teacher's feedback did not disturb theprocess of speaking.

B. Suggestions

Based on the findings of this research, some suggestions are proposed to enable the teacher in providing better feedback to thestudents' speaking activities. From the observations conducted in five meetings ofspeaking class, it was found only 21 occurrences of the teacher's corrective feedback.This number is considered not sufficient to improve the students' speaking accuracyin speaking.

Ideally, corrective feedback can potentially remove the erroneous structures from the learners' utterances and enable the learners' to produce native-like accurate language productions. Lack of corrective feedback might lead to the fossilizations of the errors. Thus, it is recommended for the teacher to give more corrective feedbacks so that the students can take maximum benefit from them with the result of better language production.

Some suggestions for the teacher also derived from the result of interview with the students, they are:

- a. Some students stated that they sometimes did not follow their teacher's corrective feedback because they think that sometimes their teacher's correction is not right or they have different opinion. Therefore, the teacher should be aware and careful in giving corrective feedback to the students so that they can take maximum benefit from her feedback.
- b. Some students stated that they sometimes feel annoyed and disturbed when receiving corrective feedback from their teacher. It is because the teacher gave feedback in the middle of their speaking so that sometimes they got difficulty in continuing their speaking. Thus, the teacher should delay giving feedback after the performance so that it does not interrupt the flow of the students' language production.

Some suggestions also proposed for the students and other researchers based on the result of this study.

1. To Students

The students should be cooperative in developing their speaking ability. They should actively participate in speaking activities as there are still some of them reluctant to speak. They should really employ the teacher's feedback to improve their speaking ability.

2. To Other Researchers

- a. In this study, the researcher observed speaking activities in just five times, because of the limited time. Other researchers may follow up this study in a longer time in order to find more data so that the result will be more satisfactory and representative.
- b. Some students of this research have different opinions about the best way in giving feedback. Therefore, other researchers can investigate the most effective way in giving feedback.
- c. One of the results of this research is that teacher's feedback encourages and motivates the students to improve their speaking ability. Other researchers can also investigate the relationship of encouragement provided by teacher's feedback and the improvement of students' speaking ability.