CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts namely conclusion and suggestion. The first part presents the conclusion derived from the study and the second part presents the suggestion intended for the teacher.

A. Conclusion

The aim of this study is to find students' preferences toward oral error corrective feedback given by teacher and the reasons the students prefer particular kinds of teachers' oral corrective feedbacks. The data were collected through interview and it was distributed to 24 students who are the students of Pengelasan and *Light Vehicle Engineering (Teknik Kendaraan Ringan)* 3 in SMKN 4 Medan.

Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

1. There were 5 kinds of teachers' oral corrective feedback found on students' speaking at grade tenth of SMKN 4 Medan. They were Clarification Request, Elicitation, Explicit Correction, Repetition dan Metalinguistic Clue. From 5 kinds of oral corrective feedback that the teachers gave to the students, 10 out of 24 students preferred Explicit Correction (41,7%), 7 out of 24 students preferred Elicitation (29,2%), 5 out of 24 students preferred Metalinguistic Clue (20,8%), 2 out of 24 students preferred Repetition (8,3%) and non of the students preferred Clarification Request (0%).

2. From the students' interviews, it can be found that the reasons why the students preferred 1) Explicit Correction, it was not difficult for students to understand since teachers gave the correct form immediately, which makes it more comprehensible. It also made students could learn more and students did not have to wait to know the correct version. 2) Elicitation because it made students think deep when the teacher give a hint and it also make students could learn more. 3) Metalinguistic Clue because it made students recall their knowledge and made them more capable in English. 4) Repetition because it made the student to think and notice the error and correct it after noticing the error. In addition, these kinds of corrective feedback were challenging and made them feel comfortable.

B. Suggestion

Based on the findings of this research, some suggestions are proposed:

1. The teachers need to be more sensitive to the students' needs to language on speaking. The teachers need to have balance and be encouraged to practice the kinds of oral corrective feedback.

2. The teachers are expected to provide corrective feedback when the students commit errors considering that most of the students want their errors to be corrected. The teachers need to accommodate the students' preferences in the teaching practices because the students' preferences could affect the way they acquire the target language.