

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and (2) suggestions.

In this chapter, the result based on finding and interpretations were concluded. I also offered some suggestions which were hopefully useful and helpful for the lecturer and the students in teaching and learning English.

5.1 Conclusions

From this research, there was some important information that had been collected from the third semester student of English Education Study Program of State Islamic University of Raden Fatah Palembang in academic year of 2018/2019 on lecturer's corrective feedback in speaking class proposed by Lyster and Ranta (1997). There were three main research questions answered in this study. The first research question was about the types of corrective feedback employed by lecturer in speaking class. The second one, the error was produced by students which frequently corrected by lecturer in speaking class. The last problem was about the student teachers' perception on lecturer's corrective feedback in speaking class.

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

1. The types of lecturer's corrective feedback employed in speaking class were explicit correction, recast, elicitation, repetition, and metalinguistic feedback.

The type which most frequently used by lecturer in speaking class was explicit

correction. The lecturer indicated the students' error clearly and provided the correct form directly.

2. The lecturer focused more on phonological errors in which all of them related to mispronunciation. Meanwhile grammatical error which was often corrected after phonological error. However, lexical errors were the least corrected.
3. There were five aspects regarding student teachers' perception on lecturer's corrective feedback in speaking class.

- a. The efficacy of Corrective Feedback

The entire respondents argued that through corrective feedback they could improve their speaking ability. They also said that corrective feedback motivated to make a progress to avoid of fossilization of error.

- b. Choice of Error to Correct

Most of interviewees perceived that they wanted all error which they were made by them corrected. They thought that every error had to be corrected because they did not want the errors fossilized to them. So it was important for the lecturer correct all of their errors.

- c. Choice of Corrector

Almost the respondents perceived that it was better if the lecturer indicated their error clearly and directly provided the correct form. Because when lecturer gave some clues, questions, or comments or hints, sometimes they would get confused if they did not have necessary linguistic knowledge about their errors.

d. Choice of Corrective Feedback

Almost the students' perceived that they chose the explicit correction. They claimed that it was the best method to correct their error to make clear between their error and the correct form.

e. The Timing of Corrective Feedback

Almost of the respondents believed that delayed corrective feedback was the best timing of giving corrective feedback. They wanted their lecturer gave corrective feedback after their speaking done. If they got corrective feedback immediately when they made error, it would be broke their concentration and feeling. They would be blank. So, based on their perception, it was better if their lecturer gave them delayed feedback.

5.2 Suggestions

Based on the findings of this research, some recommendation suggestions are proposed to enable the lecturer in providing the corrective feedback in speaking class. From the observation conducted in six meetings of two formal speaking classes. It was found 48 occurrences of lecturer's corrective feedback for two classes. This number is considered not sufficient to improve the students' speaking accuracy in speaking. Ideally, corrective feedback can potentially remove the erroneous structures from the learner's utterances and enable the learners' to produce native like accurate language production. Lack of corrective feedback can lead to the fossilizations of the errors. Thus, it is recommended for lecturer to give more corrective feedback in order to improve students' speaking

ability. Based on observation, the finding showed that the most frequent error made by the students was phonological error. Thus, it is suggested that the lecturer give more pronunciation drills.

Suggestion also proposed for the student that they should actively participate in speaking activity. I saw that some of the students reluctant to speak. First step improving speaking skill is the students have to brave to speak and try to be active. The errors are important as learning process. The solution for students' error is they should really employ the lecturer's corrective feedback to improve their speaking skill.

Other suggestion for further researcher that in this study that I observed lecturer's corrective feedback only six meetings of limited time. Other researcher may follow up this research in longer time in order to find more data that the finding will be more satisfactory and representative. One of the findings of the study is students perceived that lecturer's corrective feedback encourage and motivate the students to improve their speaking skill. Other researchers can also investigate the relationship between encouragement provided by lecturer's corrective feedback and improvement of students' speaking ability.

REFERENCES

- Abrar, M., Mukminin, A., Habibi, A., Asyrafi, F., Makmur, & Marzulina, L. (2018). If our English isn't a language, what is it? : Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 3(1), 126-145. Retrieved from <http://www.nsuworks.nova.edu/tqr/vol23/iss1/9>
- Agudo, J. D. M. (2013). An investigation into how EFL learners emotionally respond to teachers' Oral corrective feedback. *Colombia Applied Linguist Journal*, 15(2), 265 – 278. Retrieved from http://www.researchgate.net/publication/260778402_An_investigation_into_how_EFL_learners_emotionally_respond_to_teachers'_oral_corrective_feedback
- Asnawi, Zulfikar, T., & Astila, I. (2017). Students perception of oral corrective feedback in speaking classes. *English Education Journal*, 8(3), 275-291. Retrieved from <http://www.rp2u.unsyiah.ac.id/index.php/welcome/processDownload/11519/4>
- Astrid, A. (2001). Pembelajaran tata bahasa Inggris secara komuunikatif dengan penyajian induktif dan pengintegrasian keterampilan berbahasa: Studi kasus di kelas bahasa Inggris I di IAIN Raden Fatah Palembang. *TA'DIB*, 16(2), 175-208. Retrieved from <http://jurnal.radenfatah.ac.id/index.php/tadib/article/view/60>

- Aranguiz, M. F., & Espinoza, A. Q. (2016). Oral corrective feedback strategies in EFL: A pilot study in Chilean classroom. *ELIA*, 16, 103-132. doi:<http://dx.doi.org/10.12795/elia.2016.il6.05>. Retrieved from <http://researchers.unab.cl/en/publications/oral-corrective-feedback-strategies-in-efl-a-pilot-study-in-chile>
- Arnold, J. (1999). *Affect in language learning*. In J. Arnold & H. D. Brown, *A Map of the Terrain* Cambridge: Cambridge University Press.
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Virginia, VA: Association for Supervision and Curriculum Development (ASCD).
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). New York, NY: SAGE Publication, Inc.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). New York, NY: PEARSON.
- Darlington, Y., & Scott, D. (2012). *Qualitative research in practice stories from the field*. Crows Nest, Australia: Allen & Unwin.
- Educational Communities. (2015).
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1), 3-18. Retrieved from <http://escholarship.org/uc/item/2504d6w3>
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *SSLA*, 28, 339-368. doi:10.1017/S0272263106060141. Retrieved from

[http://www.researchgate.net/publications/231957163_Implicit_and_explicit
_corrective_feedback_and_the_acquisition_of_L2_grammar](http://www.researchgate.net/publications/231957163_Implicit_and_explicit_corrective_feedback_and_the_acquisition_of_L2_grammar)

Goldstein, E. B. (2010). *Sensation and perception*. New York, NY: Wadsworth.

Hadzic, S. (2016). *Oral and written teacher feed-back in an English as a foreign language classroom in Sweden*. (Degree Project). Linnaeus University Sweden.

Harmer, J. (2001). *The practice of english language teaching*. London: Longman.

Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Pearson Education.

Harmer, J. (2007). *How to teach English* (new ed.). Edinburgh: Pearson Education Limited.

Hattie, J. (2013). *Visible learning for teachers: Maximizing impact on learning*. United Kingdom: Routledge. Retrieved from www.TheMainIdea.net

Hattie, J., & Timberley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. Retrieved from <http://rer.sagepub.com/content/77>

Hoffman, D., Singh, M., & Prakash, C. (2015). The interface theory of perception. *Psychon Bull Rev.* doi:10.3758/s13423-015-0890-8. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/26384988>

Katayama, A. (2007). Learners' perceptions toward oral error correction. *JALT2006KITAKYUSHU Community, Identity, Motivation..* Retrieved from <http://jalt-publications.org/archive/proceedings/2006/E117.pdf>

- Khunaivi, H., & Hartono, R. (2015). Teacher's and student's perception of corrective feedback in teaching speaking. *English Education Journal*, 5(2),14-20.
Retrieved
from:<https://journal.unes.ac.id/sju/index.php/eej/article/view/9799>
- Labrusse, C. D., et al. (2016). Impact of immediate vs delayed feedback in a midwifery teaching activity with a simulated patient. *British Journal of Midwifery*, 24(12), 1-8. Retrieved from <http://www.hesav.ch/docs/default-source/recherche-et-developpement-docs/divers-decu/de-labrusse-claire---article-2.pdf?sfvsn=0>
- Lyster, R. (1998). Negotiation of form, recast, and explicit correction in relation to error types and learners repair in immersion classroom. *Language learning*, 48(2), 183-218. Retrieved from <http://onlinelibrary.wiley.com/doi/pdf/10.1111/1467-9922.00039>
- Lyster, R., & Ranta. L. (1997). Corrective feedback and learners uptake: Negotiation of form in communicative classroom. *SSLA*, 20, 37-66. Retrieved from http://digitool.library.mcgill.ac/R/?func=dbin-jump-full&object_id=19364&local_base=GEN01-MCG02
- Mendez, E. H., & Cruz, M R. R. (2012). Teachers' perception about oral corrective feedback and their practice in EFL classroom. *PROFILE*, 14(2), 63-75.
Retrieved from <http://files.eric.ed.gov/fulltext/EJ1051538.pdf>
- Nation, I. S. P., & Newton, J. (2008). *Teaching ESL/EFL listening and speaking*. New York, NY: Taylor & Francis e-Library.

- Norlin, S. (2014). The importance of feedback. *Journal on Best Teaching Practices*. Retrieved from <http://teachingonpurpose.org/wp-content/ploads/2015/03/Norlin-S.-2014.-The-importance-of-feedback.pdf>
- Olmezed-Ozturk, E., & Ozturk, G. (2016). Types and timing of oral corrective feedback in EFL classroom: Voice from students. *Novitas ROYAL (Research on Youth and Language)*, 10(2), 113-133. Retrieved from <http://eric.edu.gov/?id=EJ1167213>
- Panova, I., & Lyster, R. (2002). Patterns of corrective feedback and uptake in an adult ESL classroom. *TESOL Quarterly*, 36(4), 573-595. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.472.3236&rep=rep1&type=pdf>
- Shansan, X. (2012). An investigating into teachers' corrective feedback in Chinese EFL classroom. *Chinese Journal of Applied Linguistics*, 35(4), 480-505. Retrieved from <https://www.degruyter.com/view/j/cjal.2012.35.4.issue-4/cjal-2012-0035/cjal-2012-0035.xml>
- Taylor, P.(2008). *How to give quality feedback*. Sydney: Australia. Macquarie University .
- Tomczyk, E. (2013). Perception of oral errors and their corrective feedback: Teacher vs students. *Journal of language teaching and research*, 4(5), 924-931. Retrieved from <http://www.academypublication.com/issues/past/jltr/vol04/05/04.pdf>

Yusoff, M. S. B. (2013). *Using feedback to enhance learning and teaching*. Pulau Pinang, Malaysia: Centre for Academic Excellence & Student Advisory and Development (CD)