

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings and discussion about Pre-Service Teachers' beliefs and actual practices of giving feedback in PPL 1 which have been interpreted, it can be concluded that:

1. Most of Pre-Service English Language teachers believed that feedback is constructive criticism and advice/tips. They believed the role of feedback that they provide could encourage their students in learning activities. They also believed feedback was effective in PPL 1 implementations. They also believed feedback in PPL 1 implementations was not only effective but it could give impact for teacher and who acted as students. According to them, positive and negative feedback were effective and important in PPL 1 implementations. Gave positive feedback in order to made motivation students increased, made students excited with learning activities, and also could make them felt more confident be better. While negative feedback in order to made students realized their mistakes and also it could be advice or suggestion for students. It could make them motivated.
2. There are seven types of feedback were used by Pre-Service English Language Teachers of UIN Antasari Banjarmasin. Overall, Pre-service English Language teachers of UIN Antasari Banjarmasin provided

feedback was 403 times. The most frequently used type of oral feedback was praise with 252 times provided during PPL 1 implementations. The second was request for clarification with 50 times. The third was elicitation with 37 times. Then the fourth was recast with 24 times. The fifth was explicit correction with 20 times. Then in the sixth was meta-linguistic feedback with 14 times. Then the last was repetition with 6 times.

B. Suggestion

Based on findings, discussion, and conclusion that have been obtained, the researcher gave suggestion as follows:

1. The Pre-service English language Teachers should learn and develop their beliefs especially about feedback because it is really important for prospective teacher to create productive learning activities before facing the real school environment.
2. Supervisor in PPL 1 implementation should give advice or suggestion about the effectiveness of feedback in order to introduce to prospective teachers the role important feedback in teaching and learning activities.
3. For all lecturer who teach about education or teaching technique in particular, should give more explanation about the role of feedback in teaching and learning activities in order to develop students' belief about feedback.

4. For the next researchers or students especially students in English education of UIN Antasari Banjarmasin can continue this study by focusing the effectiveness of each types of oral corrective feedback, either correlation or experimental research.