

CHAPTER V

CLOSURE

In this final section, the researcher summarizes the results and makes recommendations for future research in this area, both for the participants in the study and for other academics. The researcher begins by drawing some broad conclusions based on the preceding chapter's topic. Afterwards, the researcher considers the findings, discussions, and conclusions to develop suggestions for EFL learners' preferences toward EFL teacher's oral corrective feedback in listening class.

A. Conclusion

Following is a list of conclusions that can be drawn based on the discussion of the findings:

1. The researcher found that there were five types of oral corrective feedback used by the EFL teacher when correcting students' errors in the listening class at UIN Antasari Banjarmasin. In the previous study, another researcher suggested that there were thirteen types of oral corrective feedback and the five types of oral corrective feedback found by the researchers in this study were in accordance with previous theory. The five types of oral corrective feedback are recast, explicit correction, clarification request, elicitation with questions, elicitation with encouragement, and support with examples.

2. Student responses revealed a diversity of preferences on the form of oral corrective feedback teachers use to address students' oral error. Explicit correction is preferred by some students since it results in understandable explanations, does not involve any form of coercion, and saves time. Some students choose recast because they have a tendency towards the implicit type of oral corrective feedback which does not directly judge but rather reformulates the errors they did. Elicitation, either by questioning or encouraging, is chosen by a number of other students. The reason for this is that students who are given clear signals to the teacher's encouragement or queries in an effort to elicit their errors indicate higher levels of satisfaction with their ability to engage in self-correction. Furthermore, they claim that elicitation encourages deep reflection, leading to enhanced cognitive capacity. Student has a tendency to ask for clarification because, despite the fact that clarification inquiries can sometimes be perplexing, they always encourage students to think harder, and when students are able to self-correct, it makes them feel proud and more motivated, therefore students tend to ask for clarification.

B. Suggestion

1. For EFL teachers, it is advisable to consider students' preferences in providing appropriate oral corrective feedback according to their needs in improving listening skills.

2. For English Education Department students who will become future teachers, to consider the results of this research when they have the opportunity to teach in the future.
3. For other researchers, it is suggested to dig deeper into oral corrective feedback related to listening, because there are still few studies related to oral corrective feedback in listening classes.