

CHAPTER V

CLOSURE

This section of the chapter presents the conclusions of the research and suggestions for participants involved in this study and other researcher for future research in this field. First, the researcher will start by drawing conclusions based on the topics discussed in the previous chapter. Furthermore, the researcher will consider the findings, discussions, and conclusions to develop suggestions regarding the type of teacher's spoken corrective feedback and students' perceptions of the corrective feedback given by teachers in English class.

A. Conclusion

There are two main research questions that must be answered in this study. The first research question is what type of spoken corrective feedback is applied by teacher in English class and the second is how students' perceptions of the teacher's spoken corrective feedback.

Based on the findings and discussion in the previous chapter, the following is a list of conclusions that can be drawn:

1. This study found that five out of seven types of corrective feedback were used by teachers when learning English in class XI MIPA SMAN 1 Kelumpang Barat, namely recast, elicitation, explicit corrective feedback, explicit with metalinguistic and metalinguistic. Meanwhile, Explicit with metalinguistic is the most frequently used type. The teacher provided corrective feedback using various types. However,

there is a tendency for teachers to use one type. This type of corrective feedback, according to most theories, is quite appropriate for EFL students because it can indicate that the teacher is using the appropriate type. This can cause the corrective feedback given by the teacher to provide better results. Even though the corrective feedback given by the teacher gives better results, the learning objectives, the time available, and the material provided are examples of several factors that need attention. The success of corrective feedback applied by the teacher depends on the suitability of the type chosen, taking into account language abilities, feelings, and emotions, as well as the needs of students.

2. This research found that apart from differences in perceptions about corrective feedback among students, both positive and negative towards corrective feedback provided by teachers. The emergence of positive and negative perceptions of students affects the corrective feedback given by the teacher. Positive perceptions and negative perceptions of students were found equally in this study. This is because the teacher has provided corrective feedback following the expectations or needs of students. However, the teacher needs more motivation for students to prefer English and think English is a fun lesson and not difficult.

B. Suggestions

From the results of the research, discussion, and conclusions discussed above, in this section, the researcher would like to provide some

suggestions which are expected to offer new ideas for this study and future research, as follows:

1. For English teacher:

- a. The researcher suggest that teachers consider many things in providing corrective feedback to students, such as time, learning objectives, types of mistakes made by students, characteristics, and student learning styles, to provide effective corrective feedback.
- b. The researcher suggests that teachers can be aware of the types they use in providing corrective feedback. They should be able to filter out which corrective feedback works best for students.
- c. The researcher suggest that teachers create a good atmosphere to facilitate the learning process.
- d. The researcher suggests that the teacher motivates students to learn English more, so that students can change their perception that learning English is not very difficult and so that students who don't like English like learning it.
- e. The researcher suggests that when the teacher gives corrective feedback to students speaking, it is very important to correct students' mistakes. They can improve their speaking skills and avoid making the same mistakes. However, some corrective feedback provided by the teacher takes up most of the time in learning. Therefore, teachers need to provide corrective feedback based on student needs.

2. For students:
 - a. The researcher suggest for students to be cooperative in developing their speaking skills. They must actively participate in speaking activities because there are still some of them who want to talk more. They should use the teacher's feedback to improve their speaking skills.
 - b. The researcher suggest that students always pay attention to the teacher's corrections and comments in speaking..
3. For other reaserchers, based on the findings and discussions in this study, several things must be considered, such as the many types of corrective feedback used and the various student perceptions. Researcher suggest conducting further research on a larger scale and for a more extended period of time to obtain more diverse and detailed data/results.