

CHAPTER V

CLOSURE

This chapter deals with three parts namely conclusions, implications, recommendations and suggestions. The first part presents the conclusions derived from the study. The second part presents implications from the study. The third part presents recommendations and suggestions intended for the teacher, the students, and other researchers.

A. Conclusions

There are two main research questions to answer in this study. The first research question is about the types of lecturer feedback in the speaking class. The last is the students' perception towards teacher's feedback in the speaking class. Based on the findings and discussion in the previous chapter the following conclusions are drawn.

1. The lecturer often used explicit correction in giving feedback in students' speaking class. The lecturer clearly indicated that the student's utterance was incorrect and provided the correct form to them directly. There was only little feedback in the form of elicitation, clarification request, and recast feedback. None of her feedback was in the form of repetition and metalinguistic recast.
2. The students' perceptions of lecturer feedback are:
 - a. Teacher's feedback was objective. It indicated that there was no personal bias in the feedback given. The teacher gave feedback to the students based on the real fact, it was not influenced by personal feeling, and she did not differentiate one student with another.
 - b. Teacher's feedback was clear. It indicated that the teacher's feedback was comprehensible and understandable.
 - c. Teacher's feedback was helpful for the students. It indicated that the students needed feedback from the teacher. It could assist

them in improving their speaking ability. It could help them to know whether they were doing right, what their weaknesses were and how they could make it better.

- d. Teacher's feedback was encouraging. It indicated that the teacher's feedback motivated the students to improve their speaking ability.
- e. Teacher's feedback was proportional. The some students did not have any negative feelings after they got feedback from the teacher. There are only two students who feel ashamed when given feedback cooled the lecturer gives feedback correction in front of other students they think it makes them ashamed. It indicated that the feedback did not make them feel insulted or ashamed because the teacher gave too much feedback or too little feedback. In addition, teacher's feedback did not disturb the process of speaking.

B. Suggestion

Some suggestions for the lecturer also derived from the result of interview with the students, they are:

- a. Some students stated that they sometimes did not follow their lecturer corrective feedback because they think that sometimes their lecturer correction is not right or they have different opinion. Therefore, the lecturer should be aware and careful in giving corrective feedback to the students so that they can take maximum benefit from her feedback.
- b. Some students stated that they sometimes feel shy and disturbed when receiving corrective feedback from their lecturer. It is because the lecturer gave feedback in students who feel ashamed when given feedback cooled the lecturer gives feedback correction in front of other students they think it makes them ashamed

- c. The lecturer not employed metalinguistic feedback in giving correction to the students in which she gave hints to the students that there were errors somewhere in utterance and let the students to analyze their own errors. Theoretically, university students are capable in providing correction for their own error because they still have unlimited linguistic knowledge. Thus, implementing metalinguistic feedback is suggested.

Some suggestions also proposed for the students and other researchers based on the result of this study.

1. To Students

The students should be cooperative in developing their speaking ability. They should actively participate in speaking activities as there are still some of them reluctant to speak. They should really employ the lecturer feedback to improve their speaking ability.

2. To Other Researchers

- a. In this study, the researcher observed speaking activities in just six times, because of the limited time. Other researchers may follow up this study in a longer time in order to find more data so that the result will be more satisfactory and representative.
- b. Some students of this research have different opinions about the best way in giving feedback. Therefore, other researchers can investigate the most effective way in giving feedback.
- c. One of the results of this research is that lecturer feedback encourages and motivates the students to improve their speaking ability. Other researchers can also investigate the

relationship of encouragement provided by lecturer feedback and the improvement of students' speaking ability.