

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was aimed to find out the teacher's corrective feedback in pronunciation class. There were two main research question to answer this study. The first question was about the kind of teacher's corrective feedback in pronunciation activities. The second research question was about most use by teacher the types of teacher's corrective feedback in pronunciation activities.

Based on the result of teacher's corrective feedback on pronunciation activities at Group 68th of English UPB at UIN Antasari Banjarmasin, it can be concluded that:

1. They are three kinds the types of corrective feedback used by the teacher in pronunciation activities mostly are recast, clarification request, and repetition.
2. The teacher applied corrective feedback in pronunciation activities directly. The Teacher applies each types of corrective feedback, the are: recast, clarification request, and repetition. The teacher gave the correct form by wrote on the whiteboard or said the form loudly so that there was no the same mistakes from the other students.

B. Suggestions

From the result of this research, discussion and conclusion which discussed above the researcher wants to give suggestion follow:

1. The students pronunciation class at Group 68th of English UPB at UIN Antasari Banjarmasin should practice and training to improve pronunciation ability and applied teacher's motivation and correction for making good pronunciation.
2. The pronouncing teacher can develop feedback practice based students' perception and expectation so that the students can take maximum benefit from the corrective feedback.
3. The further researcher, the researcher recommends further study on the relationship of corrective feedback that is provided by pronunciation teacher and the improvement of students' pronunciation ability.