CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter deals with two parts namely conclusions and suggestions. The first part presents the conclusions derived from the study. The second part presents the suggestions intended for the teacher, the students, and further researchers.

A. Conclusions

There are three main research questions to answer in this study. The first research question is about the type of teacher immediate oral feedback on students’ speaking. The second one is about the contents of teacher immediate oral feedback. The last is the students’ perception towards teacher immediate oral feedback.

Based on the data result and discussion in the previous chapter, the following conclusions are drawn:

1. To answer the first research question, it was found that the teacher often used immediate oral feedback in giving feedback to the students. The teacher gave the feedback immediately to the students. The teacher not only corrected the students’ mistakes but also gave them some praises such as “good” and “great”.

It was also found that there were six types of teacher immediate oral feedback given by the teacher, i.e. recast, explicit correction, elicitation, clarification request, metalinguistic cue, and repetition. From the data it was found that the teacher mostly used repetition as the feedback to the students. After that elicitation, explicit correction, and clarification review were used by the teacher to correct students’ mistakes but in the students’ answer recast and metalinguistic cue never used by the teacher.
2. To answer the second research question, it was found that teacher mostly focused on mistakes on form than mistakes on meaning. On the mistakes on form, the teacher concerned more on pronunciation, then vocabulary, and grammar. There was only a little feedback on mistakes on meaning, which concerned on ideas, ideas organization, and logic of ideas in the students’ speaking/talk.

3. To answer the third research question, it was found some results as follows:
   a. The teacher immediate oral feedback was objective. It indicated that there was no personal bias in giving feedback to students’ speaking. The teacher is professional and eligible in giving immediate oral feedback.
   b. The teacher immediate oral feedback was clear. It indicated that teacher feedback and the explanation was easy to understand by the students.
   c. The teacher immediate oral feedback can therefore assist the students in the learning process. It indicated that the students needed immediate oral feedback from the teacher. It could assist them in improving their speaking ability. It also helped them to speak well so they can be a better English speaker.
   d. The teacher immediate oral feedback was motivating. It indicated that the teacher immediate oral feedback motivated the students to improve their speaking skill. She motivated them not only to pronounce English words better but also to improve their speaking skill in general.
   e. The teacher immediate oral feedback was proportional. The students did not have any negative feelings and only some students said that they had any negative feelings after they got immediate oral feedback from the teacher. It indicated that the feedback was good for them although sometimes they felt ashamed when they
got the feedback. In addition, teacher immediate oral feedback bothered 36.1% students and 63.9% not bothered them. It showed that the feedback sometimes make the students bothered when they were speaking.

**B. Implication**

Based on the research finding, the implication is derived. This research finds that the students felt happy and motivated after their teacher gave immediate oral feedback, although some students felt bothered with the feedback. Moreover, this research implies that the uses of teacher immediate oral feedback it is important and support the implementation of speaking teaching learning process.

With regard to the conclusion, this research implies the use of teacher immediate oral feedback can encourage and motivate the students to improve their speaking skill. It can be seen that many students state that the teacher feedback motivate and help them to improve their skill in speaking with a good pronunciation. It is expected that the teacher be highly recommended to utilize teacher immediate oral feedback on teaching and learning process although in an appropriate portion in order to improve students’ speaking skill.

**C. Suggestions**

This part presents some suggestions that will hopefully give a new idea to provide better teaching and learning in junior high schools. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate learning process. The second is for students who are interested in improving their speaking skill. The last is for further researchers which can be done related to this study, particularly in the area of feedback in speaking.
1. For Teachers

Teachers can verify and defend the result of the research by giving clear, understandable and motivating feedback. Related to the objectivity of teacher immediate oral feedback, teachers should keep avoiding personal bias in giving immediate oral feedback to the students. Another thing is giving proportional feedback in students’ speaking so that the students do not feel disturbed, ashamed or insulted after receiving the feedback.

However, there are some results of the research that require teacher to make some adjustments and improvements.

a. Some students stated that they felt disturbed after receiving feedback because sometimes the teacher did not get the message about what they said. It means that the teacher should ask the students to explain more and tell them what they want to tell.

b. The teacher should enhance the method in giving oral feedback so that the students are motivated to improve their speaking skill.

2. For Students

a. The students should be active to speak and they should really employ the teacher’s feedback.

b. The students should also pay attention when the teacher gives them immediate oral feedback, so they can improve their speaking ability.

3. For Further Researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. The problems that appear below related to this research which can be investigated in further research are explained below.
a. Some respondents of this research have different opinions about the best way in giving feedback. Therefore, other researchers can investigate the most effective way in giving immediate oral feedback.

b. One of the results of this research is that teacher immediate oral feedback encourages and motivates the students to improve their speaking ability. Other researchers can also investigate the relationship of motivation provided by teacher and the improvement of students’ speaking ability.


Iliana, P. and Roy L. *Patterns of Corrective Feedback and Uptake in an Adult ESL Classroom*. Journal 582-586. Retrieved March 27th, 2010, from rel.sagepub.com/cgi/content/abstract/38/1/38


