CHAPTER V

CONCLUSION AND IMPLICATION

This chapter discussed two basic points. Firstly, it drew the conclusion of this research based on the topics/indicators in research questions explained in the first chapter. Secondly, it revealed some suggestions for the teachers who are willing to decide appropriate oral corrective feedback in EFL backgrounds.

A. Conclusion

This section explained the conclusion of the research conducted based on two basic research questions mentioned in Chapter I of this research. The first research question was about teachers’ perceptions of oral corrective feedback. This question investigated roles, strategies, and timing of oral corrective feedback. Dealing with interview results, the teachers had positive perceptions moreover, they explained oral corrective feedback had various roles for students, teacher, and language learning. Then, the teachers also asserted the effective strategies (giving-answer and prompting-answer) in providing oral corrective feedback in their teaching and learning practices. They also assumed the best timing in providing oral corrective feedback explained in Chapter IV of this research.

The second research question investigated the actual practices of oral corrective feedback in EFL classroom. Based on observation results, there were five points described such as: types of error, strategy, type, timing, and provider of oral corrective feedback. Firstly, the findings showed
phonological errors were mostly found with 84 (74%), morphology-syntactic errors were analyzed with 23 (20%), and lexical errors were 7 (6%). Secondly, it is about strategy used by the teachers in the class which giving-answer strategy with 93 (82%) of 114, and prompting-answer strategy with 21 (18%) of 114.

Thirdly, it showed the types of oral corrective feedback applied in the class, explicit corrections were mostly used with 58 (50%), explicit corrections with meta-linguistic explanation with 31 (27%), clarification requests with 17 (15%), repetitions with 4 (4%), recasts with 2 (2%), and meta-linguistic cue and body language are equal with 1 (1%).

Fourthly, it classified the timing of oral corrective feedback which teacher considered to appropriately conduct the effective feedback in EFL teaching and learning, immediate feedback had highly analyzed around 84 (74%) and delayed feedback is around 30 (26%). Lastly, it also presented the possible providers of oral corrective feedback in teaching and learning, teacher-corrections were the highest indicated with 83 (73%), peer-corrections were 28 (24%), and self-correction were only 3 (3%).

Dealing with 2 main questions of this study, the teachers’ perceptions of oral corrective feedback in EFL context were asserted that the teachers had naturally implemented oral corrective feedback by considering its roles for students, teacher, and language learning: appropriate strategies; and timing. Consequently, the teachers easily minimized errors which were situated in teaching practice without any difficulty from the students.
In the teachers’ teaching practice, oral corrective feedback naturally appeared when errors blocked the students’ progress in understanding the concept. It was applied by considering some aspects which were influenced whether it was effective or not. Those aspects were what errors should be corrected (type of error), how to correct the errors (strategy, type, and timing) and who corrected the errors (provider). It reflected for improving the teachers’ ability as corrector and for developing language accuracy and fluency in EFL classroom.

B. Implication

This research was a descriptive study which had a limited-scale of subjects and therefore it needed to be improved to deepen teachers’ perceptions and generalized to a greater number of observation and classroom exploration in order to maximize the validity and reliability of the findings in this study. Consequently, this research suggests some implications for pedagogy as follows:

1. Oral corrective feedback is an important way to face many errors, to encourage their motivation in learning English, and to stimulate their critical thinking to find out the correct form through errors they made.
2. There should be a chance for students to think deeply what the solutions are after errors have been produced.
3. Teachers should design interactive strategy of oral corrective feedback to maximize the roles in teaching and learning practice.
4. Teachers also should adjust the timing of oral corrective feedback with the errors whether is in process or product of learning.

5. The research findings explain the theory of oral corrective feedback which can help the teachers to provide oral corrective feedback in interactive way so that they can minimize errors easily.

Those are the implications of this study which expects the teachers to continuously maximize their roles in Teaching English as Foreign Language.