

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the research conclusion and suggestion. Conclusion are based on the results of the reseach, while suggestion to provide the further researcher and English students, then some conclusions and suggestions for some parties are made below

A. Conclusion

Based on the findings and discussion, it can be conluded that the English teacher at MTsN 2 Kediri applied various types of oral corrective feedback (OCF) during speaking activities, namely recast, clarification request, and explicit correction. Among these, recast was the most frequently used strategy, indicating the teacher's tendency to provide implicit correction in order to maintain the flow of communication and reduce students anxiety. However, while recast helps create a comfortable learning atmosphere, it may limit students awareness of their errors because the correction is not always clearly highlighted.

In addition, the use of clarification requests and explicit correction shows that the teacher also considers the importance of encourahing students to recognize and correct their own mistakes. These strategies provide clearer signals of errors and support students language ccuracy. The combination of implicit and explicit feedback shows that the teacher attempt to balance fluency and accuracy in speaking

activities. Furthermore, there was a slight difference between observation and questionnaire results. While classroom observation only identified three of OCF, students reported additional type, namely metalinguistic feedback. This suggests that students may interpret teacher explanations as feedback, or that certain feedback practices were not captured during observation.

Regarding students perceptions, most students responded positively to the use of OCF. They perceived the feedback as clear, helpful, and supportive in improving their speaking performance. In addition, OCF was found to increase students motivation, confidence, and willingness to participate in speaking activities. However, small number of students showed neutral or negative responses, indicating that not all students experience feedback in the same way. Overall, this study concludes that OCF plays a significant role in improving students speaking ability as well as their motivation and confidence. Nevertheless, teachers are encouraged to apply feedback strategies flexibly by considering students individual differences to ensure that all students benefit from the feedback provided.

B. Suggestions

Based on the findings of this study, several suggestions are proposed for teachers, students and future researchers.

1. For teachers

It is recommended to provide more opportunities for students to repeat corrected utterances after receiving feedback. This can help students remember

and internalize the correct forms. Teachers are also encouraged to ask notes on corrected words or expressions for future review. In addition, teachers should be aware of students anxiety levels, as not all students can respond to CF in the same way. Therefore, feedback should be delivered in a supportive and flexible manner to create a comfortable learning.

2. For students

It is expected that they actively respond to the CF given by the teacher. Students should try to remember the corrections and develop a willingness to learn from their mistakes. They are also encouraged to practice pronouncing or using the corrected words again so that they can better retain and apply what they have learned.

3. For future researchers

It is suggested to conduct similar studies in different educational levels or context to gain broader insight into the use of OCF. Future studies may also focus on spesific types of feedback or use different researcher designs to explore their effectiveness in improving students speaking skills.

In addition, it is recommended for futhur researchersto conduct the study over longer period of time in order to obtain more in-depth data. A longer observation period can provide a deeper understanding of how teachers apply various feedback techniques and how these techniques develop over time in classroom interaction. Furthermore, future researchers are encouraged to use

more varied instrument to obtain richer and more comprehensive data about the teacher's techniques and students responses.