

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research. The conclusions are formulated from the research findings, while suggestions provide some ideas addressed to English teachers and further research related to teacher's feedback.

#### 5.1 Conclusions

This study was aimed to investigate the teacher's feedback toward students' erroneous utterance in EFL young learners' classroom and what the students' responses toward the teacher's feedback. The analysis of teacher's feedback in EFL young learners' classroom was based on the corrective feedback framework developed by Lyster & Ranta (1997) which focused on correcting students' erroneous utterance.

The conclusion regarding to the study can be drawn as follows. Firstly, there were six feedback types used by the teacher in correcting students' erroneous utterance. It included using explicit feedback, recast, clarification request, metalinguistic clues, and elicitation technique. The most feedback used by the teacher was recast, which accounts for 40% of all feedback types. Meanwhile the two most successful feedback that lead to uptake were elicitation technique and metalinguistic clues which resulted 92% of repair response and did not result no uptake. Recast as the most feedback used only resulted 15% of repair response and 85% of no uptake.

Secondly, according to the finding result, it was revealed that there were three types of students' responses. It included repair responses, needs repair response, and no uptake. Repair responses and needs repair response are considered to be the positive response toward the feedback given because the students notice their mistake and attempt to repair it. No uptake is considered to be the negative response because the students did not react at all toward the feedback given. Students' repair responses frequently appear during the lessons.

The percentages of each response are 53% for repair response, needs repair response 9% and 38 % for no uptake. It means over half the students successfully repair their error.

Feedback are viewed by both teacher and students as an important thing in teaching learning process. In terms of corrective feedback, it is believed that this feedback type is facilitating student in language learning development since the student figures out what is wrong with her or his initial utterance and tries to produce a better utterance.

In terms of students' response toward the teacher's feedback, it is revealed that the students were expected to be corrected by the teacher so that they know how well their effort in learning English. Providing students with feedback can motivate students to be more active in the classroom.

## **5.2 Suggestions**

After concluding the analysis, the researcher would like to propose some suggestions related to the research conducted. The suggestions cover the suggestion for the teacher and for further research.

For the teacher, it is suggested that in giving feedback, the teacher should understand what the effective feedback is. By knowing it, the feedback will be given appropriately. When giving the feedback, the teacher should consider the students' difference characteristic so that the students can have beneficial effects on learning. It is suggested that in correcting students' erroneous utterance, the teacher should give implicit feedback rather than explicit feedback because it will draw students' attention of what error that has been made and attempt to repair it. This situation is believed to be beneficial for student L2 development.

In addition, the researcher also would like to propose some suggestions for further research. Considering the analysis of the teacher's feedback is focused on correcting students' erroneous utterance, for further research the writer suggest that analyzing the teacher's feedback will be focused on other aspect. Then the choosing for the teacher should be considered well since the teacher is the main participant. Last, it is suggested that the study should be conducted in a longer

period. It is hoped that the researcher can gather more data and have much time to analyze the data.