CHAPTER V

CONCLUSIONS

This chapter presents the conclusions and suggestions dealing with the previous findings and discussions. On the first section, there will be conclusions of overall findings which are in line with the research questions. On the second section, there will be some suggestions for teachers, students, and further research related to Student’s Response toward Teacher Corrective Feedback on Student’s Pronunciation Error.

5.1. Conclusions

There are three conclusions that will be presented in this section. The first is kinds of corrective feedback received by student on their pronunciation error, while the second one is student’s response toward teacher corrective feedback on student’s pronunciation error, and the last one is student’s preference toward teacher corrective feedback on their pronunciation error.

Firstly, this study discovers that there are some kinds of corrective feedback received by students on their pronunciation error. The major corrective feedbacks received by students are explicit correction, recast, and metalinguistic feedback.

Secondly, there are some attitudes that were shown by students on corrective feedback related to pronunciation error. From the findings, even though there were some who against and showing negative responses on some techniques of corrective feedback given by teacher in correcting some features on pronunciation, yet most students are likely to show positive attitude toward all corrective feedback given by their teacher.

Thirdly, finding out the numbers of student’s preferences toward corrective feedback on pronunciation error, it is found that most students prefer explicit correction as a technique in correcting their vocal production error, stress,
and intonation error, while repetition is favored by students for correcting consonant production error. And the last technique favored by the students is metalinguistic feedback.

5.2. Suggestions

After conducting this research, there are numbers of suggestions brought out to the give recommendation for English teachers, students, future studies.

For teachers, hopefully by looking at the information gathered from this research about student’s response toward teacher corrective feedback on student’s pronunciation error, they can decide which corrective feedback to apply when they need to correct student’s pronunciation error in order to give their students comfort even though they are being corrected, and make the students happy and eager to learn pronunciation, and the most important thing is to be provider for student to improve their speaking skill especially in pronunciation features.

Meanwhile, for the students, the information from this research can be used to learn features of pronunciation so that in the future they do not have to experience the error on the pronunciation features. To finalize, it is suggested for the future researchers to involve bigger participants rather than using only one class, and also to use more variables, for example differentiate the high-achievement students and low-achievement students, in order to get better findings which will make the research richer in data.

5.3. Concluding Remark

This chapter is the final chapter of five chapters which has draw the conclusions and the suggestions for the study.