

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter discloses conclusions of the data analysis and discussion that are presented in the previous chapter. It also reveals several gaps in some areas. These gaps are discussed as the limitation of the study. Then, the limitation provides several recommendations for further studies in the same area.

5.1 Conclusions

There are two significant conclusions that can be informed from this study. First, oral corrective feedback can be used in a private conversation class for adult. The teacher used all types of corrective feedback with different frequency. The most frequent type of oral corrective feedback that was used by the teacher in teaching the adult students is recast (33%) as commonly resulted in some previous research. Meanwhile, elicitation as the type of feedback that requires negotiation becomes the second most frequent type of oral corrective feedback.

Second, in implementing the oral corrective feedback to adult students in a private class, the teacher mainly pays attention to three types of error (grammatical, lexical, and phonological) with the most frequent attention to grammatical error and the most tolerance for phonological error. The reason of doing such treatment is because the teacher considers the characteristics of her adult student. The characteristics of adult students have also something to do with the timing of giving the oral corrective feedback.

Regarding the uptake, it is found that each corrective feedback has a different effect on the students' uptake. In this study, the effect can be seen in the number of repairs as the sign that the students successfully responded to the teacher's oral corrective feedback. Based on the result, recast has the most successful repair among other feedbacks. In other words, although the teacher states that output prompting feedback is actually more effective for adult students, the corrective feedback which provides the

students with the corrected form of their error, such as recast and translation, seems to work better with adults.

All the above conclusions indicate that the teacher plays a key role in the implementation of oral corrective feedback. In this case, the teacher should know which types of error that should be corrected in the spoken language and how to correct it. The teacher even should know and be aware of what type of oral corrective feedback strategy that should be used to correct the error made by adult students. The teacher tends to give corrective feedback as spontaneous correction. In other words, giving correction tends to be instinctive. This is shown from the inconsistency of findings between interview and observation data. From this inconsistency, it can be inferred that the teacher has good knowledge of corrective feedback, but she does not put her knowledge into use.

5.2 Recommendations

This study is a specific context study. As mentioned in Chapter 3, this study was only conducted in one private English course in Bandung. Therefore, the result of this study cannot be generalized to other contexts. This study is also limited in time of observation. The observation of this study is only conducted in twelve meetings. If it is conducted in a longer period of time, the result of this study will be richer.

Moreover, the results of this study only provide the information of types of corrective feedback that contribute to more uptakes. This cannot be used to determine certain type of corrective feedback is beneficial for students' language acquisition. It is because acquisition is a complex process which needs longer period of time to be discovered.

Based on the limitation of the study mentioned above, this study offers several recommendations for further study in the field of oral corrective feedback. The research of oral corrective feedback for adult students is suggested to be conducted in various contexts and settings. Thus, the similarity and dissimilarity of the result can be found.

The analysis from the student's point of view is also recommended because it is important to find out the student's attitude or opinion towards the teacher's oral corrective feedback. On the other hand, the effect of employing oral corrective feedback can be different on each student. Furthermore, the using of rubric (both qualitative and

quantitative) can be useful to measure the effectiveness of oral corrective feedback in a certain length of time.