CHAPTER V
CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATIONS

The previous chapter has presented the findings and the discussion regarding oral corrective feedback which is frequently used in learning spoken English and also the student's improvement in spoken English competence.

This chapter discloses conclusion 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.

1.1 Conclusions

There are four significant conclusions that can be inferred from this study. Firstly, explicit correction is the most dominant type used by the teacher in the classroom. According to the teacher, explicit correction is the best way that the teacher can do to correct the students' mistakes/errors especially in saving the teacher's time and energy. The teacher can indicate the students' error directly, and then give the further explanation. Furthermore, from seven types of corrective feedback, grammar and pronunciation are the most dominant focus of errors that were made by the students. However, the teacher can use many strategies that relate to the students' error.

Secondly, seven types of corrective feedback are classified as scaffolding concept in education. The teacher used some strategies, like giving an example, explaining, contextualising, modeling in which all those aspects are owned by scaffolding concept in education. In addition, all these types are classified as scaffolding concept because there is a good cooperation that is built between the teacher and students. The teacher, as an expert, who has a role in engaging and motivating the students to think and to correct their mistakes. While students, as a needier, who need more information and knowledge in terms of the lesson that is taught by the teacher to them. The teacher helps the students to be self-corrected. Therefore, this activity is not permanently happening in all stages of learning, but

this activity is grouped into a temporary activity in which the teacher's help has not used all of the students' time.

Thirdly, corrective feedback is believed by both the teacher and the students as an effective way in improving the students in learning spoken English. The students can create a good paragraph after getting some feedbacks to the students. In addition, the students also emphasize that corrective feedback does not make them feel burdened.

Lastly, the result of this research does not judge whether the teacher is better than others, or this teacher has a good method of study, or which one is the best. The result is not a state of judgment whether this teacher uses an appropriate method or a good feedback relating to the students. However, this research presents a representation of oral corrective feedback implementation in improving the spoken English competence of the students.

The type of corrective feedback that is used by the teacher in this study is determined based on the level and the characteristics of the students in the classroom. Based on this observation, the type of explicit correction, which is dominantly used by the teacher is the appropriate type that is used in this context, especially for the types and the characteristics of the students in this classroom observation. Explicit correction comes in order to answer the students' needs. The teacher scaffolds the students based on some utterances and episodes in which it is improving their performance and competence in learning English.

5.2 Limitations

There are some limitations of the study. This study was only conducted in one of the best junior high school in Bandung Barat Regency. It consisted of one classroom, one teacher, and 39 students. Therefore, the result of this study cannot be generalized to other contexts.

There are two types of feedback, written and oral. However, this study focused on the teacher's oral corrective feedback and not on the written feedback. As a result, the researcher only analyzed the teacher's utterances in correcting the students' mistake and error.

This study aimed to investigate the dominant type of corrective feedback while the best type of corrective feedback did not observe yet. As a result, this study arranged types of corrective feedback from the most frequent types to the less frequent types.

5.3 Recommendations

Based on the limitations of the study, there are some recommendations proposed for future research directions in the field of oral corrective feedback. First, this study is limited only in explaining the types of oral corrective feedback that the teacher used in the classroom, the types of students' error and some strategies that were applied by the teacher. It is suggested for future researchers that they investigate about oral corrective feedback in the field of linguistics, for example, in investigating teacher's phonological awareness, thus the researchers are able to draw an abundance of research-based information in the field.

Second, this study only investigated one school. It is better for future researchers to conduct the study in several schools, to gain comprehensible results. In addition, further researchers are suggested that they investigate more than one teacher, such as one from experienced and one from novice teachers. There will be many references in terms of the types of the teacher in giving the feedback to the students in the classroom.

Third, this study focused on exploring feedback from its type. It results in less in-depth analysis of the collected data. Although this study has been able to answer the research questions, the results of this study can be more contributing if conducted in a more in-depth on certain types of feedback.

Fourth, this study is limited to investigating the dominant type of corrective feedback, therefore it is better for future researchers that they investigate about what kind of corrective feedback that gives a big contribution to the learners and also to observe the most beneficial corrective feedback for students in improving their competence and performance.

In addition, this research analyzed all corrective feedback types in general situation based on scaffolding characteristics, as a result, the findings showed that all of the corrective feedback types are categorized as scaffolding. It is suggested

for future researchers that they analyze the teacher's utterances, thus future researchers will gain the findings in the terms of identifying which only are categorized in the terms of scaffolding.