

## CHAPTER V

### CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

As the completion of this research report, the conclusion which is developed on the basis of research findings and discussion is drawn. Although this chapter is a short part, its existence is very central as a final of this study. It presents the gist of the study and some suggestions addressed to those who are interested in carrying out further studies, and also the implication relying on this study.

#### 5.1. Conclusions

Among approaches to Classroom Discourse Analysis (CDA), Coulthard (2002); Suherdi, (2009); and Walsh (2011) framework was utilized in analyzing the process of interaction, the use of verbal feedback given from the teachers in EFL classroom, and the implication to the students' improvement in learning English as foreign language. According to the findings of this present study, the teacher used verbal feedback as a strategy to emphasize, and to give some correction to the students in the process teaching and learning. In addition, the use of verbal feedback has significant impacts on the students' spoken English competence. It was found that students' performance, pronunciation and grammar selection in their spoken English competence improved. In addition, the students gained more confidence in spoken English and responding to the teacher's initiation as a simultaneous process in learning English as foreign language.

The analysis results showed that there are 11 types of verbal feedback categorized by Ellis (2009); Lyster and Ranta (1997); Panova and Lyster (2002); Suherdi, 2009; and Walsh (2011) were found in the EFL Classrooms, there are: Evaluative feedback, Interactive feedback, Translation feedback, Recast, Repetition, Clarification request, Clue, Direct error correction, Elicitation, Metalinguistic feedback, and Rephrase. It can be inferred from this study that the domination of verbal feedback used by the teachers is evaluative feedback, since this type of feedback is a positive feedback facilitated in creating positive climate for the learner, and the teachers can increase the level of praise that they give during the teaching and learning sessions (Abbasi, et.al, 2015; Gatullo, 2000; Hattie & Timperley, 2007; Noor, et.al, 2010).

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Among all types of verbal feedback found in this study, the teachers use some strategies in giving various verbal feedback to the students in the classrooms, like giving an example, explaining, contextualizing, modelling, in which the students' can be aware of the teachers' initiation and help them to produce a correct response to the teachers in EFL classroom. Thus, the use of verbal feedback in EFL classroom were the strategy in expanding and narrowing the process of interaction in the classrooms.

In this study, it is also found that there were some errors committed by the students, such as grammar errors, pronunciation errors, and L1 errors that the most frequently made by the students in their responses. The use of corrective feedback helped the students to self-correct and reformulate their utterances (Ellis, 2009; Esmaeili & Behnam, 2014; Kagimoto & Rodgers, 2007; Panova & Lyster, 2002). The teacher as such an expert in the classroom has a role in engaging, managing and motivating the students to think and to correct their mistakes in their learning processes (Lyster, et.al, 2013; Yang, 2016).

In addition, the use of various verbal feedback types by the teachers in this study was determined based on the level of students' proficiency and characteristics in giving a response to the teachers' initiation (Abbasi, et.al, 2015; Lyster, et.al, 2013). Various verbal feedback which is used by the teachers were the appropriate types in this context. It is confirmed by the students that they have a lot of difficulties in giving a response to the teachers in oral communication, such as in pronunciation, vocabulary mastery, and grammar selection. Evaluative, corrective, interactive and other features of verbal feedback comes in order to give a positive assessment to the students' responses (Ellis, 2009; Gatullo, 2000; Lyster & Ranta, 1997; Noor, et. al 2010; Panova & Lyster, 2002). In addition, the function of teachers' verbal feedback is to give praises, correction, and information to the students' work.

## **5.2. Limitations**

There are some limitations of the study. Firstly, this research only analyzed the use of verbal feedback given by the teachers in EFL classrooms. Therefore, the result of the study cannot be generalized to the other features of Classroom Discourse Analysis. It is also really expected that someday future researcher may

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also analyze the pattern of language interaction, the timing of interaction moves, the error on students response and also the use of language in the field systemic functional grammar, for example, in teachers' interpersonal meaning behind the use of language. Thus, future researcher are able to draw an abundance of research-based language-in use.

Secondly, this study was conducted only in one school and two teachers. It is better for the future researcher to conduct the study in several schools to gain comprehensible results. However, it becomes more challenging if future researcher may include other aspects of language and gender. It might have specific information about the differences feedback strategy used by the teacher in process of interaction. There will be many references in terms of verbal feedback types and consideration behind feedback strategy.

Finally, regardless of samples and the instruments used in this study, the future researcher can arouse more convincing results or phenomena which contributed to the development of education, especially for English teaching and learning practices. However, most of the researchers conducted this similar study by only single method. It is expected if someday, the future researcher might use more than single method, thus the future researcher can get the deep answer of teaching strategy through verbal feedback given by the teachers and the impact of verbal feedback strategy to the students' achievement in the EFL classroom.

### **5.3. Recommendations**

Based on the limitations of this study, there are some recommendations proposed for further researcher in the field of teachers' verbal feedback. First, this study was only focused in explaining the types of teachers' verbal feedback that pre-dominantly used by the teachers in the EFL classrooms, some strategies that were applied by the teachers in the classrooms, and the impact of verbal feedback to the students' spoken competence. It is suggested for future researcher that they investigate about teachers' verbal feedback in the field of functional grammar and linguistic, for example, investigating the teachers' interpersonal meaning and language verbal feedback moves in teaching and learning. Thus, the future researcher are able to draw the abundance in the field of research-based language-used in classroom discourse analysis.

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Second, this study was only conducted in one school. It is suggested for the future researcher to conduct the study in several schools to gain validity and reliability in the field of teachers' verbal feedback. Moreover, it is also suggested for the future researchers that they investigate other aspects of language and gender, such as one from male teacher and one from female teacher. There will be many references in terms of language-used in giving verbal feedback to the students in the classrooms.

Third, as the findings of the study, the teacher can reflect the use of verbal feedback on students' response as a strategy in narrowing, expanding the process of interaction, and then gives some correction to the students' errors which are suitable for treating the most frequent error committed by their students.

Fourth, from the students' interview regarding their perceptions of teachers' verbal feedback, it is suggested that the Indonesian learners preferred to get direct-positive feedback. Through direct-positive feedback, Indonesian learners can revise their mistakes in learning English quickly, without making them feel embarrassed because of their mistakes, for example in their pronunciation error and grammatical error.

Moreover, this study can be applied in the process of teaching and learning for junior high school students, senior high school students, and college students in EFL classroom. For all academic teachers, it is suggested that this study can be applied not only for specific English teaching, it can be applied for all subject that was taught in a school or college. Thus, the teacher or the lecturer can get more detailed picture on what verbal feedback strategies should be used by them in teaching and learning practices.

In addition, applying feedback strategy in teaching can promote evidence that it can enhance student learning. In the use of language, through the use of verbal feedback in teaching, the students can clearly understand the level of language error and meaning of language which is contained in their utterance (Abbasi, et.al, 2015; Lyster, et.al, 2013). Using verbal feedback can help the students to learn whether to correct their mistakes, what to correct, how to correct their utterances and when to correct them (Ellis, 2009; Gatullo, 2000; Lyster & Ranta, 1997; Noor, et. al 2010; Panova & Lyster, 2002).

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#### **5.4. Concluding Remark**

The last chapter of this paper has presented the conclusion of the study, limitations and recommendations for further researchers and English education. There are three main points that need to be highlighted. First, the domination of teachers' verbal feedback used by the teachers is evaluative feedback. Second, the use of verbal feedback can be called as teachers' strategy in teaching English as foreign language. However, through verbal feedback strategy, the process of interaction between the teacher and the students become interactive. The third, it proves that the use of verbal feedback from the teacher helps Indonesian learners to improve their understanding of their error, and be able to improve their ability in spoken English competence. In conclusion, using verbal feedback provided some information related to the students' error, it helps them what error should be corrected, and how to revise their error in learning English as foreign language for Indonesian learners.