

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the writer's opinion in the form of conclusions and suggestions for further research.

5.1 Conclusion

This study was aimed at investigating the oral feedback given by the teacher in teaching speaking to junior high school students and to discover the responses from the students toward the feedback. The analysis of the teacher's oral feedback in teaching speaking was based on the Tunstall and Gipps' feedback typology which focused on the three speaking aspects that are pronunciation, comprehension, and vocabulary.

The result of the study showed that oral feedback has a great role to develop students' ability in English especially in speaking skill. The learners had more courage and confident to speak English in the classroom. Also, oral feedback contribute to make the students achieved better understanding toward their performance whether it is correct or not. Based on the classroom observation research, there were seven feedback types used by the teacher in teaching speaking. It included using rewarding, approving, and disapproving specifying attainment, constructing achievement, specifying improvement, and constructing the way forward. The most feedback used by the teacher was approving and the least feedback used is punishing because the teacher did not use punishing as her feedback.

Teacher and students viewed that feedback is important in teaching and learning process. In term of giving feedback, the feedback tends to be given both personally to each student and in general. By giving feedback in personal, it makes students know their mistakes and what they have achieved. While, feedback in general makes students learn together that can make them perform better in the future. The effective feedback is given when the teacher gave feedback by considering the level of students' speaking proficiency and considering which feedback are appropriate for the condition. The students expect the feedback could help them to know how well their effort in learning speaking.

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In term of students' response toward the feedback, facilitating feedback can motivate student in encouraging them speaking English. Students also expected to be corrected by the teacher so that they know how well their effort in learning English.

In conclusion, students should be given more chances to obtain oral feedback in speaking class to have confidence in speaking English and desire to learn better in the future. Therefore, it is considered very important for the teacher to be aware of various types and the effective way of oral feedback in teaching speaking. Moreover, adjusting feedback with students' characteristic is important to be applied by the teacher to prevent the students being humiliated, embarrassed and made them passive in the class.

5.2 Suggestion

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

For the teacher, it is suggested that in giving oral feedback, the teacher should understand the meaning and the intention of effective feedback. By knowing it, the feedback will be given appropriately. It is also suggested that the teacher pay attention to students' speaking English to give effective feedback. The teacher should also tend to give feedback in descriptive form more than evaluative or judgmental. By giving descriptive feedback, it provides learners with information on what exactly they did well, and what may still need improvement.

In addition, the researcher also would like to propose some suggestions for further research. Considering the analysis of the teacher's oral feedback is focused on teaching speaking, for further research, the writer suggests that analyzing the teacher's feedback will be focused on the other speaking aspects. Last, it also suggested that the study should be conducted in a longer period so that the research is more reliable. It is hoped that the researcher can gather more data and have much time to analyze the data.