

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Introduction

This chapter consists of three major parts. The first part is an introduction. The second part discusses the major findings and their significance. While the second part discusses suggestions for practitioners based on the result of the study.

5.2 Conclusion

The data analysis indicated that the teacher perceived feedback as *information or statement about something that provides better idea, so that feedback motivated and improved students' competence towards better performance, furthermore the students realized their own mistakes and the students were supported to improve themselves. Such a definition proposed by the teacher was similar to educational experts' definition. Thus, in the level understanding and practice, the teacher's perceptions of feedback was similar to the experts posed.*

Furthermore, in the level of categorizing the types of feedback, the teacher still misperceived what is called as feedback. The teacher categorized scores, general praises, and non-corrective repetitions as types of feedback, besides circling the mistakes, recasts, and prompts. While experts classify *recasts*,

prompts and circling the mistakes as feedback, and *scores, general praises, or non-corrective repetitions* cannot be regarded as feedback.

By misperceiving the category of what feedback is, the teacher would provide incorrect input to students on and on. The teacher would give scores or grade or praises frequently, rather than she provided factual, specific, balanced, and useful feedback. Furthermore, when the teacher tended to use incorrect input to students, the students would bring about less progress in their learning.

According to the types of teacher's feedback frequently provided, I conclude that the teacher tended to provide prompts more frequently rather than give recasts to students. In addition, the teacher also tended to give pronunciation correction as frequently as giving prompts to learners. Moreover, the teacher sometimes gave comments and always made circle on students writing in the teaching-learning process. Thus, the teacher tended to give feedback to students since the teacher was very concerned to encourage students' skill of language.

Concerning the obtained data dealing with the topic *the ways the teacher gave feedback to learners and the roles of the teacher's feedback in assisting students' language learning competence*, this research revealed that the teacher sometimes not only provided recasts as a single feedback, but also she provided prompts as a single feedback within teaching-learning process. In addition, the teacher often provided feedback by combining recasts and prompts in a single classroom setting. The teacher also provided prompts to students in many techniques whether she gave *metalinguistic clue, elicitation, repetition, or clarification request*; or the teacher conducted the method of teaching by asking the students to provide feedback for their classmates (peer feedback).

Besides, in the obtained data, the researcher discovered the roles of teacher's feedback in assisting students' language learning competence. The teacher's recast provided instant correction to students' mistake one at a time, but it did not correct students' mistakes at the level of concept; only at the time the teacher corrected them, so that at that time the students did not have any problem in understanding 'sentences'. The teacher's prompts pushed students to regain correct forms on their own.

Thus, feedback provided by the teacher are proved to be assisting students' learning in terms of providing mistake alert, and exploring students' underlying concept to the corrections they made.

5.3 Suggestions

This investigation has exposed some important points that have to be put more concern by teachers. The study is expected to provide teachers with clear and accurate views of what feedback is. In addition, the study enables teachers to always provide meaningful feedback for their students simultaneously, and regularly reflect whether the feedback they give has worked as they have intended.

The teaching-learning process should be conducted in order to motivate students and to encourage towards students' progress, so that teachers' feedback can lead students towards autonomy of their learning.

