

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

This study tried to investigate the patterns of senior high school teachers' corrective feedback on students' spoken errors. The research focused on the teachers' roles in response to the students' spoken errors, the types of spoken error they prefer to respond, the teacher's reasons of correcting the errors, and the strategy he choose to employ in treating the errors.

The present study discovered that the teachers reacted differently to the students' spoken errors. R#1 behaved as Mr Busybody who chased all the spoken errors the students made, while R#2 preferred to be Mr Aloof, who ignored the students' spoken errors. The teachers' attitudes seemed to be affected by the language theory the teachers adopted and the teachers' period of teaching experience.

The most frequently corrected error is recorded for translation error (100%). Being the most frequently occurring error, the phonological error was only 9% corrected. Syntactic error was the least occurring and corrected type of error. The study found that the errors R#1 chose to correct seemed to make some patterns. It seemed that the teacher tended to correct the errors that caught his attention, and the teacher knew the correct form. Those errors were: (1) the students' mispronunciation of words the teacher thought the students would find unfamiliar, (2) the errors which were

committed during the student-teacher interaction, and (3) the students' mispronunciation which was too obvious to ignore.

The teacher's reasons for providing the learners with correction were related to three factors: fossilization, learning, and professional concern. This finding was in line with what Ancker (2000) found in his study- teachers tended to pose those three reasons for correction.

In response to the students' spoken errors, the teacher employed various types of corrective feedback: explicit correction, recast, elicitation, metalinguistic clues, and repetition. R#1 seemed to use elicitation most frequently. This finding was in contrast with the result of the previous studies (e.g. Lyster and Ranta, 1997; Pannova and Lyster, 2001; and Johnson and Redmond, 2003) that elicitation was the least frequent type of corrective feedback employed by the teachers, and recast was the most favorite type of feedback. However, in line with what Lyster and Ranta (1997) had found in their study, the study revealed that elicitation and metalinguistic clues are the effective feedback strategy in eliciting uptake from the students.

Corroborating the result of the previous research (e.g. Lyster and Ranta, 1997; Magilow, 1999), the present study did not find any observable anxiety caused by the teacher's correction. It is assumed that the corrective feedback becomes less intimidating to the learners due to the friendly rapport the teacher had built with the students.

These findings suggest that the teachers still regard students' errors merely as the deviant utterances which need to be treated. This may imply that the errors the

students produced are not yet seen as the clues of the progress the students pass through which may help the teachers to define the suitable materials for the learners. The corrective feedback the teachers employed showed that the teachers chose the corrective feedback strategy according to the level of difficulty of the language item. The teacher, however, still had some difficulty in identifying the students' errors and that led him to correct only the deviant utterances within his linguistic competence.

According to Hadley (2001) the teachers' classroom activities the teachers employed are motivated by the language theories they adopted. Whatever the teachers' policy of correction in their language classroom, it is aimed at assisting the students to promote the development of their language proficiency.

## **5.2. Suggestion**

Based on the findings of the present research, there are some suggestion that can be provided to the next researcher, teacher, and government.

### **5.2.1 The next researcher**

The limitation of the present study is the short period of classroom observation. Thus, for those who are interested in conducting the same research, it is suggested that longer period of classroom observation should be taken in order to gain more detailed data. Moreover, the classrooms in which the observation taking place should be the place where the teacher has not built good rapport with the students. In such classroom condition different phenomenon of students' reactions toward the corrective feedback may arise.

The present study did not conduct an interview with the students in R#2's classrooms to figure out their feelings of having their spoken errors left uncorrected. Thus for the next researcher, it is important to have an interview with both students whose errors corrected and not corrected so that the study would discover whether the students preferred to have their errors corrected or not.

The errors the students produced should be identified by the two or more independent collaborators whose TOEFL score is above 500 in order to have the errors appropriately identified and evaluated.

#### 5.2.2. The teacher

Based on the findings, it is important for the teachers to give more time allocation to the classroom activities in which the students are able to produce their own utterances so that the teachers would be able to know which language features the students still need to work on, and which they have made progress. The errors the students produced should be seen as an indication of the learning process taking place in the learner's minds. Errors should not only be regarded as the deviant utterances that need to be treated.

It is a must for the teachers to start to correct the types of errors which interfere with comprehension of meaning as well as those that are (1) frequently committed, (2) stigmatizing, (3) the subject of pedagogical focus (Hadley, 2001).

It is also suggested that the teacher should be well-prepared before coming to the classroom in order for them to identify and explain the errors the students committed. The well preparation would help the teachers also to prevent themselves

from making the errors. In addition to this, the teachers must refine their linguistic competence in order for the competence not to get stabilized.

### 5.2.3. The government

The present study discovered that the teachers still had limited language competency. Therefore, it is insisted upon the government to have the teacher law enacted immediately. This would prompt the teachers to have always developed their language competencies.

