

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Finally, the researcher identified an answer to the research topic of students' perceptions of corrective feedback given by lecturers while speaking. The sample population comprised of 33 students, 29 of which were female and 4 male, with six participants aged 19 years old, according to the interviews. Meanwhile, there were 27 20-year-olds. Furthermore, all 33 participants had pre-intermediate English skills.

Most students are anxious about making errors in their speaking class. The majority of them felt that the corrective feedback offered was highly valuable and necessary. Students prefer the interpersonal technique when the instructor delivers corrective feedback because it allows them to freely express their frustrations in the classroom as well as the difficulties they have when speaking English. Students feel that they require corrective input, but only in proportional amounts, because getting too much criticism makes them frightened of committing the same mistakes again. Furthermore, the participants feel that lecturers have the right and obligation to provide corrective feedback therefore they prefer to receive it. The

students then try not to make the same mistakes the next time they have the opportunity to speak.

In examining the types of corrective feedback given by lecturers in speaking, the researcher obtained results from the most frequent frequency level, request, metalinguistic, translation, clarification, explicit correction, repetition, and elicitation, which ranged from frequent to rare. Regarding the frequency of the aspects of English that the lecturer provides while offering feedback in speaking, the study discovered that lexical mistakes (words or phrase use) are faults that frequently draw the lecturer's attention when providing corrective feedback.

The impact of corrective feedback provided by lecturers on speaking demonstrate that corrective feedback is critical for developing students' speaking skills, particularly for students who are still struggling in speaking skills and speaking learning. Corrective feedback is required for students to learn the language properly. Corrective feedback is also required by students and teachers during the teaching and learning process since it may fix errors in all parts of language acquisition. In addition, corrected criticism stimulates participants to talk. Finally, the corrective feedback is appropriate for students' linguistic skills. According to students, the purpose of

corrective feedback is to rectify students' faults in teaching and learning activities. It is also the progress of education, particularly in areas such as technology and information skills. Last but not least, the purpose of corrective feedback varies, but it mostly serves to help students grow in the subject they are studying.

B. Suggestion

Based on the preceding conclusion, several recommendations may be made that may be beneficial. This idea is for teachers, students, and other researchers. As follows:

1. For Teachers

Teachers and lecturers are expected to pay greater attention to the way of providing corrective feedback that is most appropriate for each student's learning style. Thus, the unfavorable perception of remedial feedback will be diminished.

2. For Students

It is required that students can receive corrective comments calmly since criticism from instructors, professors, and even lecturers would undoubtedly benefit students' knowledge growth.

3. For the Other Researchers

Future researchers are expected to be able to continue their study on corrective feedback utilizing other challenges. Despite countless research studies on corrective feedback efficacy undertaken over the previous few decades, many questions remain unsolved.