**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

According to the findings of the research that the researcher gathered in MAN 2 Kota Serang especially at the second grade students in academic year 2017/2018. the researcer can make some conclusion. Following conclusions are drawn:

1. Based on the observation and interview, in the implementation of oral corrective feedback in English language teaching it was found that the teacher gave oral corrective feedback immediately and delayed depend on the situation, focus on certain topics and collaboratively. As for the type of oral corrective feedback, explicit correction and recast was the most frequently used in English language teaching.
2. The results revealed that students generally have good perception of oral corrective feedback. They like to be corrected when they made a mistake. Oral corrective feedback help them to know what their error, avoid the same mistake, improve their English and increase their knoewledge about English. However, students believe that not all the mistakes need to be corrected. Further, students expect to get delayed corrective feedback and explicit correction as type of oral corrective feedback in English language teaching.
3. **Suggestion**

After conducting the research in MAN 2 Kota Serang, the writer would like to give some suggestion, such as:

1. For the teacher

The teacher need to pay attention about the timing, amount, audience and mode in giving oral corrective feedback because its really influences the successful of oral corrective. Some students said that the teacher rarely give oral corrective feedback. It means the teacher should provide oral corrective feedback more frequently in every meeting. The researcher also suggested to use the six type of oral corrective feedback in the teaching and learning process. It help the teacher to recognize students’ need and decided which type of oral corrective feedback should be provided appropiately in English language teaching.

1. For the students

The students should not be shy to commit an error and a mistake during English teaching and learning process. a mistake is part of learning foreign language. Through oral corrective feedback, students are reminded and explained the correct form by the teacher. So the students can learn from it and it is hoped the students able to correct the error by themselves in the next.