CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to give the conclusion and suggestion of the study. The conclusion presents overall aspects of students' emotional response toward teacher's oral feedback in students speaking and the suggestion for the teachers and other researcher.

5.1 Conclusion

According to the result of the study, the researcher concluded that based on the data collected through the questionnaire, the researcher found some facts about how students emotional response actually toward teachers' oral feedback. First, in relation with students' motivation, according to students' point of view, the students believe and admit that the teacher's oral feedback could highly motivate them in learning and improving their English language especially in speaking and also increase their self-confidence in speaking L2. Moreover, students also aware that feedback given by teacher caused them not to experience the same error again in the future.

Second, related to student's feeling, the students perceived that their feeling need to be considered when the teacher giving them oral feedback. Students' positive feeling will appear when the teacher's feedback communicated clearly, consistently and unambiguously. Oral feedback should given immediately to avoid errors will be stick to the students, to prevent students forget or don't know about mistake they have made. The teacher should correct every oral mistake of students and give them clear feedback to make them know all error they have made, avoid using the incorrect of target language, and understand with what teacher is correcting. Students also give their positive feeling when they get often and get too much feedback just when they make a lot mistakes and feedback is conveyed well and does not damage student's feeling.

Last, in students' attitude, the teacher should provide appropriate feedback to make students know and aware about their mistake or error and indicate their positive attitude to understand with what teacher's talking about. When the students understand with what teacher is correcting and which error is corrected by teacher, students will be sure about improving their ability in speaking.

5.2 Suggestion

Based on the finding of the study, the researcher gives some suggestions for the teachers and other researchers which are explained as follow:

For teachers, they can adjust and reform his or her way of giving oral feedback to students in order to make L2 learning process more successful and better. By implementing verbal comment appropriately, it helps the teachers to optimize the implementation of verbal feedback in the class and it helps them to achieve their objective in teaching foreign language in the classroom. So it can helps their students to get oral feedback based on what they want, really receive the benefit of oral feedback, enjoy the learning process, understand with what teacher is correcting easily, and improve their L2 learning skills especially in speaking.

For the other researchers, they may develop better study in the future and this research can be used as a reference toward the study about students' emotional response toward teachers' verbal feedback in students speaking. My study is limited to the emotional response of 40 EFL learners' at VII grade at NU Junior High School. It might be extended to include a larger number of EFL students located in different grade or level. Probably, for further study, a similar study might be conducted to reveal EFL learners' emotional response on oral feedback types (repetition, elicitation, metalinguistic, clarification request, recast or implicit, and explicit) used in EFL classrooms as response to their spoken errors. Specifically, there is a need to investigate learners' emotional response of each type of oral corrective feedback separately. This study is also limited to obtain the CF types used in response to spoken errors committed by learners in EFL in the classroom. Students only get implicit oral feedback from the teacher without getting the opportunity to choose which feedback that they most wanted. Hence, a further study might be carried out to explore about the kinds of oral feedback that students prefer and want to correct their error. In addition, to minimize confusion between kinds of oral error corrective feedback, the next research can present videos of kinds of oral error corrective feedback to the participants before they fill the questionnaire. It can help the participants to understand the differences of oral error corrective feedbacks and they can decide which one of those corrective feedbacks that they most wanted. Subject interviewing can also be carried out to expand research related to emotional responses to oral corrective feedback.