

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

This study aimed to explore senior high school students' perceptions of the effectiveness of teachers' corrective feedback in learning speaking. The findings presented in Chapter IV have provided a comprehensive understanding of how students view corrective feedback and its impact on their speaking development. The analysis of interview data reveals several key conclusions:

First, students perceive corrective feedback not merely as a linguistic tool but also as an affective experience. While initial reactions to correction often involved nervousness, embarrassment, and fear of peers' judgment, students gradually acknowledged the benefits of feedback when it was delivered in a supportive and respectful manner. This highlights that teacher attitudes and delivery styles are crucial in shaping students' emotional responses and willingness to participate in speaking activities.

Second, students viewed corrective feedback as highly effective in improving their speaking abilities. They reported significant benefits in terms of increased awareness of grammatical errors, enhanced pronunciation, improved fluency, and boosted confidence. These findings support theories such as noticing hypothesis and Ellis (2009), which emphasize the role of feedback in helping learners recognize and internalize language forms.

Third, the data revealed that most students preferred explicit and timely feedback during speaking rather than after the activity. They felt that immediate correction helped them identify mistakes while still engaged with the utterance, thus reducing the risk of forgetting. However, some barriers were also noted, such as feedback being delivered too quickly, using only English without clarification, or relying solely on gestures. These issues made it harder for some students to fully understand and benefit from the feedback.

Fourth, students emphasized the importance of personalized and clear feedback. They highlighted that not all learners should be corrected in the same way due to differences in personality, learning style, and emotional sensitivity. Effective feedback, according to participants, should be specific, constructive, and adapted to individual needs. They also appreciated opportunities for self-correction, as it fostered responsibility and deeper learning.

In summary, students perceive teachers' corrective feedback in speaking learning as effective and essential when delivered thoughtfully. It not only addresses linguistic gaps but also nurtures students' confidence, motivation, and autonomy. These findings answer the research question by demonstrating that corrective feedback is most effective when it is clear, supportive, timely, and learner-sensitive, fulfilling both cognitive and affective needs in the speaking classroom.

## **5.2 Suggestions**

Based on the conclusions above, several recommendations can be made for teachers, students, and future researchers:

1. For Teachers:
  - a) Provide corrective feedback in a clear, calm, and supportive manner to avoid inducing embarrassment or anxiety.
  - b) Use explicit correction accompanied by examples, and ensure explanations are given at an appropriate pace and in language students can understand.
  - c) Adapt feedback strategies to students' different personalities and learning styles; some may prefer private correction, while others may benefit from public correction for collective learning.
  - d) Encourage students to engage in self-correction, as it promotes learner autonomy and deeper understanding.
2. For Students:
  - a) View corrective feedback as an opportunity for improvement rather than criticism

- b) Actively engage with feedback by asking for clarification when needed and practicing self-correction.
  - c) Develop resilience toward correction by focusing on its long-term benefits for speaking fluency, accuracy, and confidence.
3. For Future Researchers:
- a) Investigate corrective feedback perceptions across different proficiency levels or contexts (e.g., rural vs. urban schools, different grade levels).
  - b) Explore teachers' perspectives on giving corrective feedback to compare and triangulate with students' perceptions.
  - c) Conduct quantitative or mixed-method studies to further examine the relationship between feedback strategies and measurable improvements in speaking performance.
4. For English Department:
- a) Utilize the findings of this research as a reference to improve teaching strategies, especially in providing corrective feedback.
  - b) Encourage collaboration among lecturers and students to create a supportive learning environment that values constructive feedback.
  - c) Integrate insights from this study into curriculum development and future departmental programs to enhance speaking skills effectively.