

## **CHAPTER V**

### **CONCLUSION**

Nowadays, English became the important language in the world. It was like the second language for some country, especially Indonesia. This was shown that Indonesian's government put the English subject in the curriculum for all grades, from elementary school until senior high school. The elementary students who unfamiliar or still beginning in learning English subject always make errors. Those errors could be from the pronunciation or from the form. This was because the elementary students still unfamiliar with the English language so they still used Indonesian pronunciation in wrote or read the English words.

The error made by the students was normal because they still beginning in learning the English subject. Besides that the error made by the students was an indication from their progress and also the success. This because through their error the students could learn much such as why their answered wrong or what the right answered. Besides that while the students made an error automatically the teacher help them by giving the right answered or gave an opportunity to the students to do self correction. This way called as corrective feedback.

Corrective feedback was one way use by the English teacher to help their students in learning English subject. Corrective feedback occurred while the teacher found their students made errors. The way the teacher gave corrective feedback were so various because the teacher not only gave the right answered but

the teacher also gave the reason why thus answered was wrong besides that the teacher not always helped the students by giving the right answered. But sometimes the teacher also gave opportunities to the student to try in giving the right answered.

Based on Lyster (1998) corrective feedback classified into three types, explicit correction, recast and also prompts (elicitation, clarification request, metalinguistics clues and repetition). Each type had their own ways in giving correction to the students, for example explicit correction made the teacher gave the correction to the students but in this type the students little bit knew their error and it was differ with recast in which made the students did not realize their errors. This was because in the recast, the teacher corrected the student's errors without giving the errors. Prompts also had different way to encourage the student's English skill. In prompts, the teacher gave big opportunities to the students to do self correction.

This study intends to observe corrective feedback given by an English teacher to her students, but focuses in the fifth grade of elementary school. The data gaining by observation in the class using digital camera and also observation form. The used of digital camera was to record the class activity so will get the clear data. And the used of observation form was to fulfill the data in the recording.

From the discussion it can be concluded that in this observation the teacher mostly used prompts in giving correction to her students. This was

because prompts was the effective ways for the students to learn English, prompts gave opportunities to the students to do self correction so the students can learn more. Besides that this observation also showed some evidences which was indicate that this observation refused the previous observation which said that recast was the most types used by the English teacher.

## REFERENCES