Chapter Five

Conclusion and Recommendation

This chapter talks about the conclusion of this research. The purpose, the method, and the result are also explained in this chapter. Besides, the researcher also adds some recommendation for the students, teachers, and institution.

Conclusion

Error correction is a feedback that usually the teachers give to the students, whether in students' speaking or writing. However, error correction is not only one type but also has many types. So that, the researcher conducted this research to know what types of error correction in students' speaking and writing that the teachers in LTC UMY gave to the International Relation students in academic year 2016/2017. The researcher used qualitative method and descriptive approach. For the data collection method, the researcher used observation, document analysis, and interview.

To sum up the result of this research, the researcher summarizes that the types of error correction in speaking that the teachers in LTC UMY used are divided into eight types; those are correcting in front of the class after speaking, explaining the feedback, statements and questions, echoing, reformulation, getting it right, peer correction, and gentle correction. About the types of error correction in students' writing, the teachers in LTC UMY used thirteen types; those are circle and underline correction, indirect correction, focused correction, red pen correction, oral correction, direct coded correction, indirect coded correction, indirect uncoded correction, non-negotiated reformulate correction, prompt+reformulate correction, feedback with

negotiate correction, additional exercise, and peer correction. Those are the types of error correction in students' speaking and writing that were implemented by teachers in LTC UMY to correct the International Relation major in academic year 2016/2017 speaking and writing.

Recommendation

This research can be used for teachers to know more about types of error correction in students' speaking and writing. However, every error correction has its purpose and error correction in students' speaking and writing can improve the students' skills.

Students. For the students, they can know more about types of correction that usually teachers gave to them. The students can choose the suitable type one for them to increase their speaking and writing skill. Students can also know the purpose of error correction that is implemented by teachers in the classroom.

 Teachers. After reading this research, the researcher hopes that teachers can choose the suitable type that they give to the students. Teachers must know the students ability in speaking and writing first, then they can easily find the right correction for their students. Every single correction has different purpose and effect, so teachers must really choose the right error correction to the students.

Institutions. Institution can know what kind of error correction that the teachers usually give to the students and its purpose. Besides, institution can also give a reward for teachers who are constantly implemented the suitable error correction type for students.

Future researchers. Future researcher can research deeper about error correction types in students' speaking and writing. Perhaps, future researcher can research the effect of error correction types that are implemented by teachers in students' speaking and writing.