CHAPTER V

CONCLUSION, LIMITATION, AND RECOMMENDATION FOR FURTHER STUDIES

As a finale, this chapter presented the point of the research. It discussed some items, in particular, consisting of the conclusion, limitations, pedagogical implications of the study, and recommendations for further studies.

5.1 Conclusion

This study aimed to determine emotional engagement by oral corrective feedback in speaking class. This study shows how varied the opinion of reflection data each EFL student is given oral corrective feedback in the classroom. This study shows that there are many variations of emotional engagement, such as EFL students' motivation, EFL students' willingness participation, and EFL students' academic outcomes. However, the results of this study showed that many EFL students were motivated, and students were more dominant than other emotional engagement students. Some also participated, but only a few did. Of the rest, only one participant experienced academic outcomes. Some did not participate. Even one participant was not motivated to be given oral corrective feedback because the level of pressure and encouragement they felt was different and personal in response to providing some oral corrective feedback in the classroom.

This emotional engagement is shown through direct attitudes by participants as EFL students, such as interest and willingness' participants to be active in class, individual learning, which is done to improve personal speaking skills, avoiding

sitting close to the position with the lecturer, often asking friends to ask for more explanations, being very careful in speaking, finding out what kinds of corrections are on the internet, pretending to be busy so the lecturer doesn't pay attention so that minimizes being asked by the lecturer, because of boredom. Hence, they want to leave class quickly; some even fear meeting lecturers outside the classroom.

This study also shows that many types of emotional engagement arise from encouragement from oral corrective feedback because there weren't many participants because of the pressure from giving this type of feedback, which was considered to put more pressure which made participants feel negative emotions. But even so, some participants were motivated even though they felt negative emotions. Even negative emotion is considered a form of awareness of the mistakes given to them. Initially, the participants had their thoughts about the positive and negative that they felt given oral corrective feedback. Then the emotional changes handled by the parties about providing the type of oral corrective feedback are interrelated. This study found that participants felt only four types of feedback: Repetition, Recast, Explicit Correction, and Clarification Request.

Lecturers correct mistakes and become more active in class to get other opportunities to correct previous errors after being given oral corrective feedback. However, many other participants felt negative emotions such as anxiety, disappointment, and embarrassment at specific oral correctives. But because the lecturers' encouragement motivates them, they are aware of correcting the corrected mistakes. Sari, Miftah, & Widiastuty (2022) explained in their research that this type

of oral corrective feedback helps students in terms of speaking, such as public speaking, and they learn a lot from this giving oral corrective feedback and are motivated after being given oral corrective feedback. However, they ask their friends often for further explanations, and some even deliberately sit away from the lecturer's reach, so they don't get asked frequently because it can reduce excessive corrections to their speech. Not only that, but participants also study individually and search the internet is what they do to understand the types of corrections they get from the lecturer.

5.2 Limitation

This study only focuses on emotional engagement through oral corrective feedback in speaking class. This study held by students regarding how the connection students feel between emotional engagement influences by giving oral corrective feedback. They taught in the classroom towards ongoing learning. The data analyzed were obtained from the thematic analysis process by coding the results of reflection data with a qualitative data approach.

Furthermore, in the data collection process, data was only taken from the Google form, which was distributed to groups of participants which were filled in by 12 participants who met the criteria as participants. Researchers only collected data from participants' opinions from written reflection answers by utilizing WhatsApp messages to obtain data regarding types of oral corrective feedback that affect emotional engagement during class. Researchers should add face-to-face interviews

to get deeper and more detailed data about their opinion when given the type of feedback related to their emotional engagement to strengthen the reflection data.

This research requires further research, especially on various types of emotional engagement with more participants. This study also only looked at the opinions of the participants. Researchers should make direct observations in class to immediately see the responses shown by students, where researchers can see how this type of verbal corrective feedback directly relates to changes in students' emotional engagement. Also, the researcher only conducts this research briefly, so it is not optimal anymore regarding emotional engagement research in class, especially in speaking class.

5.3 Pedagogical Implication

This research has benefits that must be considered, especially for English class teachers whose classes have communication activities that dominate them. Based on this research, the suggestions given are related to how the emotions are felt by students when they are in class in the ongoing learning process. A recommendation from this research can be considered and followed. For teacher educators, this study shows how to give feedback appropriately and according to conditions that need to be considered because educators control the class and how to make students interested in learning so that learning achieves the target or knowledge objectives correctly. For new teachers and pre-service students, this research hopes to build awareness to continue to be the right teacher and understand what students need in correcting student mistakes. So that learning becomes more effective and can continuously

maximize the process in each indicator of what you want to achieve in class. As a place where prospective teachers are given the education to become qualified teaching staff, universities must continue to provide as much knowledge as possible, accompanied by a supportive curriculum and how-to-learn systems to build student awareness to master the field of psychology. It related to students' emotional engagement with understanding the method of giving oral corrective feedback in the learning process in the classroom.

5.4 Recommendation for Further Studies

This study reveals more positive emotional engagement after giving oral corrective feedback related to emotional engagement in speaking class. Still, some also show negative emotions toward giving oral corrective feedback to EFL students in class. The previous research also discussed students' opinions and negative emotions related to the kind of oral corrective feedback. Because of this, the next researcher can change the method of collecting participant data, for example, trying to do research directly in class, and then see first-hand how the reaction of giving oral corrective feedback on emotional engagement in class is when speaking is subject.

Besides that, this research is still examining the output regarding students' opinions in providing corrective feedback related to emotional engagement so that the next researcher can read the evidence of direct engagement with EFL students in natural speaking classes. The limitations examined in this study suggest furthering researchers' need for direct observation to prove and synchronize students' opinions with what students show in class directly, whether it is relevant or irrelevant.

Not only that, but the next researcher can also change the research object, for example, researching the teacher who gives the type of oral corrective feedback regarding choosing the right kind of oral corrective feedback to use in speaking class so that students are interested in the class, the right time to give oral corrective feedback to students to reduce negative emotions in class, and strategies to provide oral corrective feedback in speaking class. This research can be an inspiration, source, and reference for other researchers who wish to develop research on emotional engagement related to direct feedback. Then the researcher also provides suggestions for further researchers to change research focus, for example, to be more thorough, using photovoice or researching directly in the field. Also, the number of participants, for example, changing the sample even more to get data from a broader perspective.