

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research uses qualitative descriptive method to determine the teacher's oral feedback in teaching descriptive text of grade seventh at SMP Muhammadiyah 1 Medan and the reasons of the teacher use the types of oral feedback. Additionally, the researcher would like to draw some conclusions after conducting the research to address the problem of research. Based on the findings and discussions in the previous chapter the following conclusions are drawn:

1. As a way to respond the first problem, the researcher concluded that there were six types of oral feedback made by the teacher during the teaching descriptive text. There were explicit correction, recasts, clarification request, metalinguistic feedback, elicitation, and repetition. In the first meeting, the most dominant type during the teaching process was explicit correction which appeared 4 times (44.4%), and the lowest types were elicitation which appeared 0 times and repetition appeared 0 times. In the second meeting, the most dominant type was metalinguistic feedback which appeared 3 times (42.8%), and the lowest types were recasts which appeared 0 times and clarification request appeared 0 times. To sum up the frequency which appeared during the whole teaching process, explicit correction was the highest or dominant type of oral feedback which appeared 6 times (37.5%) and the lowest were elicitation 1 time (6.2%),

and repetition 1 time (6.2%). The total of frequency of oral feedback in teaching descriptive text produced by the teacher was 16 times (99.9%).

2. As a way to respond the second problem, the researcher concluded that there were four reasons the teacher did the oral feedback to her students. There were the responsibility of teacher to give feedback, feedback as tools to improve student's performance, they are able to do the task given by the teacher, and to know the level of learning.

B. Suggestions

From the research result above, the researcher would like to give suggestions in some points:

1. For teacher, feedback as one of the important components in teaching-learning process should be learned by the teacher to make the interaction of classroom more effective. Feedback can also provide the teacher in order to evaluate their responses to the students. Oral feedback especially, can make students more understand to their mistake because they directly know the answer without doubt. Oral feedback also makes the teacher explain more about their erroneous. So, the students can respond well directly if the teacher offering feedback.
2. For other researchers who have intention to do the same study, they should have carefully to determine the types of feedback produced by the teacher. Then, in this time the researcher got the data for two meetings. Other researcher my got the data more than two meetings in order to strengthen the data and the result will be more satisfactory.