CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research uses a qualitative descriptive method to find out what types of teacher oral feedback in classroom interactions in class VIII-7 at SMP Negeri 29 Medan and how the teacher implement the oral feedback. After data analysis, several conclusions can be drawn after researching to overcome research problems. Based on the findings and discussion in the previous chapter, the following conclusions are drawn:

1. To overcome the first problem, research was conducted on classroom interaction. Based on data analysis, it was found that there were 5 types of oral teacher feedback used by the teacher in classroom interaction in English learning at SMP Negeri 29 Medan class VIII-7, namely evaluative feedback, corrective feedback, descriptive feedback, interactional feedback, and motivational feedback. Among the 5 types of oral feedback, the oral feedback that is most frequently used is evaluative feedback at 25 (45%) and the oral feedback that rarely appears is corrective feedback at 4 (7.2%).

2. To overcome the second problem, interviews were conducted with the teacher. Based on the theory used in this research, there are 6 types of oral feedback delivery, namely Repeating, Echoing, Statements and questions, Expressions, Hints, and Re-formulation. Based on data analysis, it was found that 4 ways were used by the teacher to implement oral feedback,

namely Repeating, Statement and Question, Expressions, and Re-formulation. The other 2 methods were not found in implementing oral feedback in classroom interaction at SMP Negeri 29 Medan class VIII-7. Based on the analysis of the teacher's explanation, these 4 methods are enough to make students think critically in recognizing their mistakes and can provide new answers to the teacher.

B. Suggestions

Based on the research results, suggestions are given on several matters.

1. For teachers, feedback as an important component in the teaching and learning process must be studied by teachers so that interactions in the classroom become more effective. Oral feedback in particular can make students better understand their mistakes because they immediately know the explanation without hesitation. For this reason, when giving oral feedback, teachers should provide criticism or correction explicitly and clearly in English. So, students can immediately find out mistakes and can also practice their English skills.

2. For students. In the learning process in interaction classes, students should focus their attention on the learning process so that learning objectives can be achieved. Apart from that, students are expected to be able to display their work without any errors.

3. For other researchers. Other researchers who have the intention to conduct the same research should be careful in classifying the type of feedback given by teachers in classroom interaction. Then, this research was carried out in 2 meetings so that the data obtained was the result of research during 2 meetings. Other researchers intend to conduct research in more than 2 meetings so that more data can be obtained and to make it easier to analyzing the data.