CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research uses a qualitative descriptive method to determine the teacher's oral feedback that is dominant and most frequently used by the teacher and How do the teacher use the types of oral feedback on student response in classroom interaction on descriptive texts at SMP Gajah Mada Medan. Therefore, after conducting research, researcher want to draw some conclusions to solve the research problem. Based on observations and discussions in the previous chapter, the conclusions are presented as follows:

1. From observations and video recordings, researcher used interview sheets and video recorders as research instruments to observe and record videos during the teaching and learning process in classroom interactions. In carrying out the learning process with descriptive text, researcher found that teachers used five types of oral feedback on student responses during the classroom learning process. The five types are Recast, Clarification Request, Metalinguistic Feedback, Repetition, and Explicit Correction. And the type of oral feedback that is most often used by teachers at SMP Gajah Mada Medan in descriptive text lessons is Metalinguistic feedback, which appears 8 times, and the type of verbal feedback that is not used is elicitation which appears 0 times during classroom interactions.

2. From the interview, the interviewer gets the results of the interview after the teaching and learning process in class. In this case, the interviewer uses an

interview sheet which contains several questions related to the teacher's oral feedback. Based on the results of the interview, the teacher uses oral feedback by conducting questions and answers with students during class interactions. The teacher also asks students to explain again what the teacher has explained, to determine students' understanding. The teacher gives the task to students to observe the extent to which students understand the learning given. The teacher also provides feedback by adjusting it according to the students' abilities, so that students are motivated to try speaking English in front of the class. The teacher always provides guidance to students in achieving learning by giving verbal feedback on student responses. Because according to teachers, feedback is very important during class interactions in order to measure students' understanding when learning, and motivate students to dare to speak English in class.

B. Suggestions

After conducting research in schools, researcher want to give suggestions, such as:

1. For teachers, teachers should pay more attention to students who are deficient in speaking English during class interactions.
2. For other researchers who will conduct similar research, it is hoped that this research can help and provide more information about teachers' oral feedback on students' responses in speaking skills during classroom interactions.