

AN INVESTIGATION OF TEACHER'S FEEDBACK TO IMPROVE STUDENTS' ACHIEVEMENT

(A Study at Senior High School 5 Banda Aceh)

THESIS

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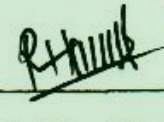
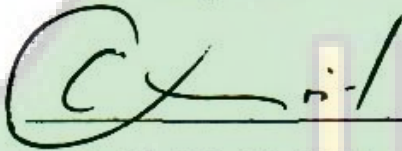
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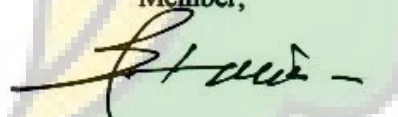
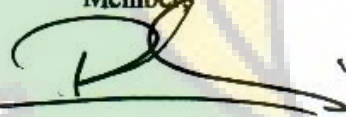


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“An Investigation of Teacher Feedback to Improve Student’s Achievement”

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Husnaini

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful
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The Writer,

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ABSTRACT

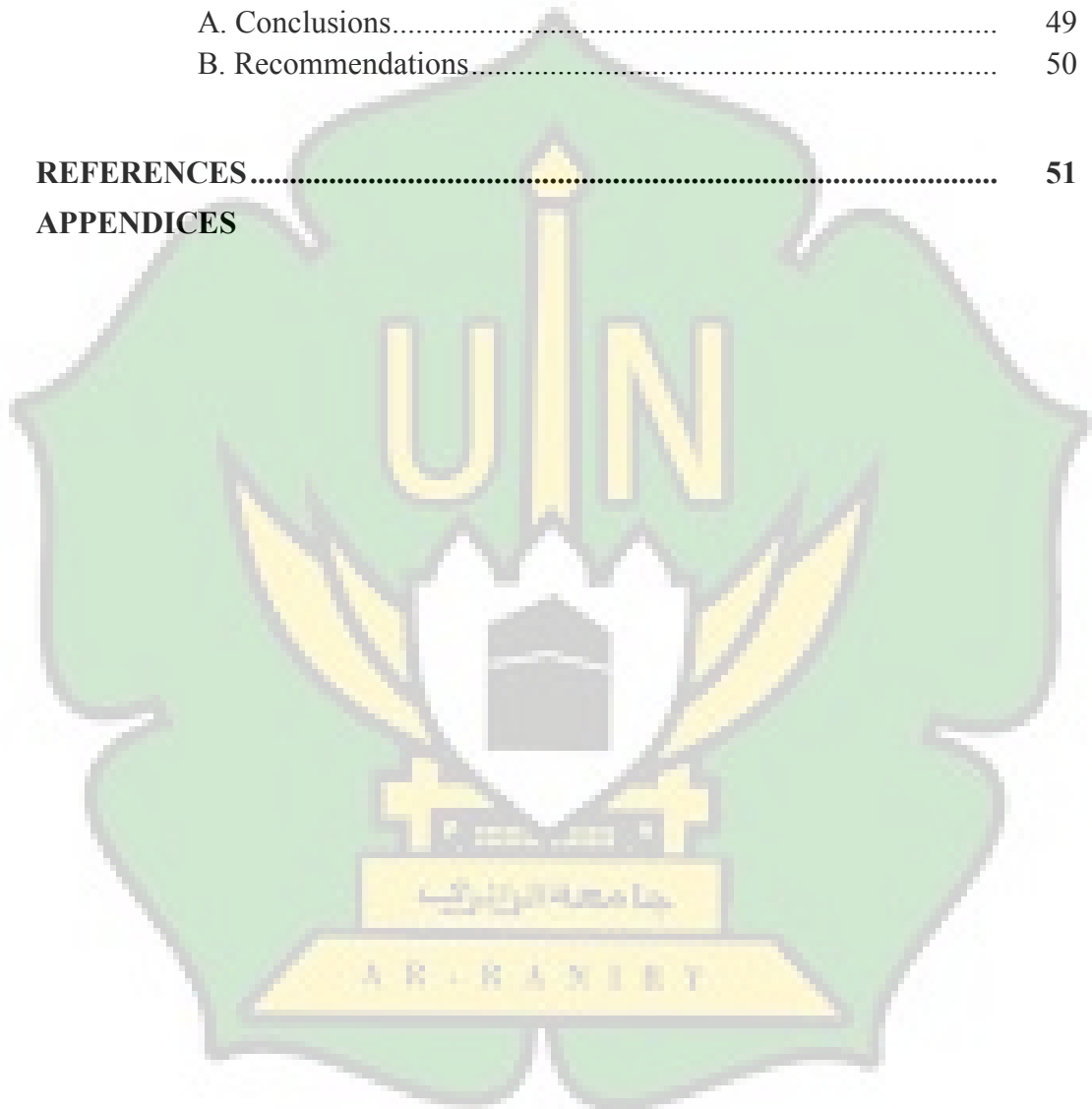
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In general, teachers use feedback in their learning process. The teacher might need to apply and know the types of feedback that are appropriate to improve students' achievement in learning English. However, not all teachers are aware of what type of feedbacks they use in their classroom and preferred by their students to improve the students' English language achievement. The aim of this study was to investigate what type of teacher's feedback applied in the classroom and preferred by the student to improve their achievement in learning English. The participants of this study were the whole member of the second year students and an English teacher of Senior High School 5 Banda Aceh. The approach used in this research was qualitative. The researcher used classroom observation and interview technique to collect the data. Based on the analysis of the data from the observation and interviews, the type of teacher's feedback applied in the classroom and preferred by the students to improve their achievement was oral feedback. The reason for the choice of the oral feedback was a clear and fast response than written feedback. If the teachers give feedback and students could respond at the same time, this way might be more effective than the other type of feedback.

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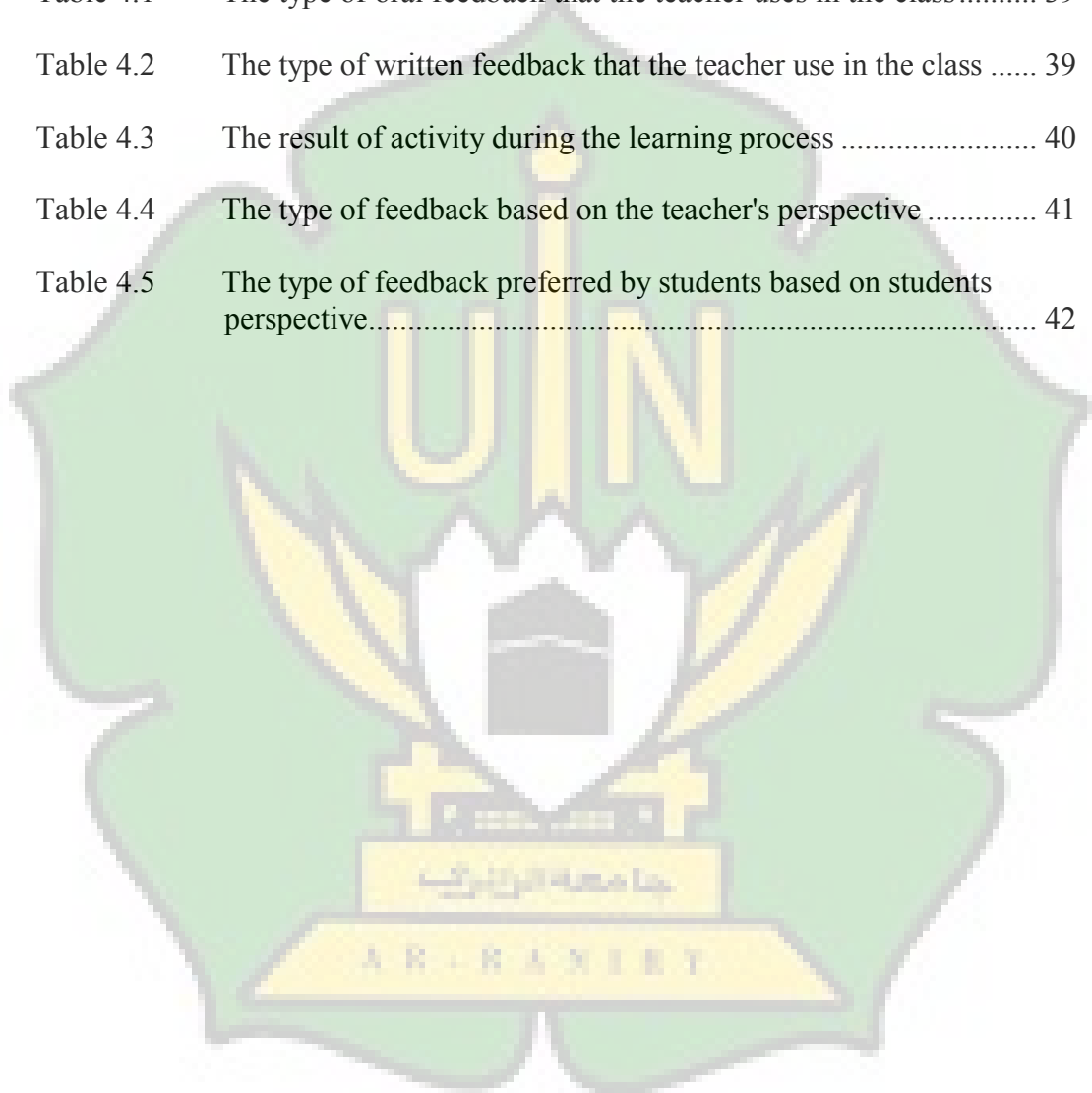
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CHAPTER 1

INTRODUCTION

This chapter reveals several points explaining the reasons for conducting this study. It consists of the background of the study, research questions, research aim, the significance of study, and terminologies. In order to avoid misunderstanding, definitions of terms are provided in the last part of this chapter.

A. **Backgrounds of the Study**

The general pattern of teaching and learning interactions is the interaction between three elements that are the materials students and teachers. Material is a mediator of teaching and learning interactions between teachers and students. Students as the main object of education. The teacher is the most important component of teaching. Because the teacher is a person with professional characteristics to create better teaching. According to Harmer (2001, p. 224) “the teacher acts as a controller, the teacher controls the class and is responsible for all activities”. So that the situation is different from the situation when students work at their home. Furthermore, the teacher also has the role of organizing students to carry out various activities that involve providing information, assigning instructions, placing students in groups or pairs, and summarizing activities. The teacher is expected to be able to manage the class in order to make a good and conducive teaching-learning interaction process.

In the learning process, students often make mistakes or errors. errors and mistakes are different, even though these two terms are often used as if they are synonymous. Error reflects deviations on the part of the learner from the grammatical rules of a native speaker and reflects the incomplete ‘Competence’ of the learner (Corder, 1982). Errors are systematic and indicative of incorrect knowledge of the target language. Mistakes are ‘Performance’–unsystematic slips where a learner knows the correct grammatical system but for some reason fails to use it properly (Botley, 2015). When students make errors or mistakes, teachers provide them with guidance. So that the students’ will be able to produce the correct target form and feel they get help or support from others. Teachers need to provide feedback on students’ oral and written performances in order to enhance their target language skills. Furthermore, according to Brookhart (2008), feedback can effectively give students the information that they need and improve students’ achievement.

The correction provided by the teacher is one example of user feedback in the learning process. Feedback is information given by the teacher to respond to student work, show where incorrectness occurs, and help students to realize what has gone wrong and put it right (Harmer, 2001). Because some students believe if they are true and do everything although they are false. According to Ur (2006, p. 242), “feedback in the context of teaching in general, is the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance”. So, in giving feedback the teacher must give an opinion in accordance with the request of the problem. Because with

the teachers' opinion that can be new information for students to be better. According to Hattie and Timperley (2007), feedback is information provided by the resource person regarding aspects of one's performance. Sawitri (2007), feedback is given in an effort to improve student achievement in language learning. In other words, feedback is designed in such a way as to understand performance through directions and opinions about the performance.

In general, teachers have used feedback in their learning. In the learning process sometimes students incorrectly answer the questions. The teacher will correct it with oral or written feedback. Feedback is a fundamental element during the teaching and learning process of each individual learner since it allows not only the correction of errors or mistakes during an assignment. But, also the establishment of rapport and a consistent relationship between the learners and the teacher. Bijami, Kashef, and Nejad (2013) suggested that good feedback in practice should: help clarify what good performance (objectives, criteria, and standards are expected), facilitate the development of self-assessment (reflection) in learning, provide quality information to students on learning, encourage discussion of teachers and peers when learning, encourage positive motivation and self-confidence, provide opportunities to shorten the gap between actual performance and expected performance and provide information to students that can be used to shape quality teaching.

In addition, feedback makes students more actively working on something. Because they feel there are people who give encouragement to be better. It can improve students' learning abilities. Because students not only understand their

mistakes, they also get encouragement from their teacher to improve their achievement. So students deserve to be given compliments such as “very good! ” or Nice!” Also when they make mistakes we must keep giving feedback such as “your work is good. But, there is still something that needs to be improved. In this case, we can give encouragement to students that they have done something right even though it is not perfect. Good grades encourage students to study harder. Instead, students who get bad grades will be encouraged to learn from their mistakes. More students make mistakes and it's better if the teacher gives feedback to students, the more it will improve the learning outcomes and mastery of the concept (Gunawan, 2003). So, if the students make mistakes or errors just give them feedback to make them know their knowledge. If they have feedback from the teacher they will be better.

Several studies related to the topic have been conducted by some researchers. According to Iryanti (2015), peer feedback from teachers gives a valuable effect in improving students' achievement. When teaching writing the teacher should follow the stages of writing to make it easier in building the students mapping on how to write effectively and the time allocations could hamper the activity in the class. Teaching writing by using peer feedback is more effective than by using teacher's feedback. Jati (2018) stated that teacher's feedback can improve students' writing ability. The aspect of writing that improves the most after the implementation of the teacher's indirect feedback technique is mechanics. The implementation of the teacher's indirect feedback technique gave positive effects on students' writing ability.

According to Tholkhah (2008), there are two kinds of feedbacks given by the teacher in speaking class, namely affective and information feedback. Affective feedback was given in speaking class as a means to reinforce students' motivation to improve their speaking ability. Teacher's feedback makes students more active and brave to speak. Because when they try to speak they are they will be helped and corrected by the teacher.

Several studies above showed there are several types of improvement in students' abilities such as speaking, writing, self-regulation, and motivation. Because the previous studies did not compare the types of feedback that can improve students' achievement, therefore, the researcher wants to know what type of teacher's feedback is the most influential to improve students' achievement. Based on this problem, the researcher conducted the research by the title "An investigation of teacher's feedback to improve student achievement".

B. Research Questions

1. What types of teacher's feedback are applied in the classroom that can improve students' achievement?
2. What types of feedback are preferred by the students to improve their achievement?

C. Research Aims

1. Identify types of teacher's feedback applied in the classroom that can improve students' achievement

2. To know the types of feedback preferred by the students to improve their achievement

D. Significance of the Study

The significance of the study is to understand better how the application of feedback in the English language classroom. This research also expected the readers to improve the application feedback when teaching the learning process and to know what type of feedback that preferred by students to improve their achievement.

E. Terminologies

In this research, there are some terms that need to be defined in order to avoid misunderstanding. They are:

1. Feedback

Feedback is information to individuals about the appropriateness of their actions or responses (Cole & Chan, 1978). "To show where incorrectness occurs and help students to realize what has gone wrong and put it right (Harmer, 2001). Feedback is a technique or concept of returning work results or student test questions that are expected to provide motivation to students towards improvement and improvement of students' learning achievement. Feedback will be useful if the teacher and students review the answers to the test questions, both those that are answered correctly or answered incorrectly, and students are given the opportunity to correct the wrong answers. Giving feedback is very helpful for students to know the truth of the answers they provide, help students correct

concept errors, and can motivate students' interest in learning. So feedback is very important for the students to improve their achievement.

2. Teacher's Feedback

The teacher has been the main source of feedback for both an oral or written language in many classes (Marylin, 2002). In many cases, teachers are the sources of feedback. Indeed, teachers are very helpful in facing some difficulties for students. The teacher can give feedback in the form of the question to ask for clarification or suggest expansion. Besides, the teacher may give remarks which reveal understanding towards students' composition, identify the mechanical problem in a specific sentence, or give praise when students are working well. After receiving feedback, the students could directly recheck and correct what mistakes they have made based on the teachers' correction. So, the teacher's feedback is feedback provided by the teacher aimed to guide students' mistakes. In this case, feedback is a kind of assessment that concerns giving information about the students' performance.

3. Improvement

In education, the term improvement refers to any school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined point and that is sustained over extended periods of time. Improvement is the process of a thing moving from one state to a state considered to be better, usually through some actions intended to bring about that better state.

4. Students' Achievement

Students' achievement is measured when students perform activities both individually and in groups. The application of learning achievement is usually indicated in the assessment, one of these functions is for motivation (reward) and for documentation of learning progress. To see how far the students have learned in their studying, the teacher can see through their achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered. It makes the researcher conclude that the achievement is the way to measure the student's progress in their learning.



CHAPTER 2

LITERATURE REVIEW

This chapter discusses several points related to the key terms, i.e., the definition of student achievement, teacher's feedback, types of feedback, the functions of feedback, and previous studies on teacher's feedback to increase students' achievement.

A. Student's Achievement

According to Oosterhof (2003, p. 228), "achievement tests measure students' present status with a set of skills". To see how far the students have learned in their studying, the teacher can see through their achievement test. An achievement test is intended to measure what the student has learned or what skills the student has mastered.

With these theories, the researcher concludes that achievement is the cumulative result of the learning process. In achievement, the teachers or the students themselves can see how far their learning process. This achievement appears as the score that can be a description of their success in learning. If the students get a good score in their test, it can be concluded that they are successful in the learning.

B. Teacher's Feedback

The teacher has been the main source of feedback for both an oral or written language in many classes (Marylin, 2002). In many cases, teachers are the

sources of feedback. Indeed, teachers are very helpful in facing some difficulties for students. The teacher can give feedback in the form of the question to ask for clarification or suggest expansion. Besides, the teacher may give remarks which reveal understanding towards students' composition, identify the mechanical problem in a specific sentence, or give praise when students are working well. After receiving feedback, the students could directly recheck and correct what mistakes they have made based on the teachers' correction.

Feedback refers to the response that learners receive regarding the language they produce (Patten & Benati, 2015). Feedback can take one of two forms: explicit or implicit. Explicit feedback involves such things as overt correction or even comments about what the learner generally does and implicit feedback occurs during communicative interactions. Krashen (1981) stated that feedback helpful available corrects the learner. However, this alternative explanation is untestable.

Ur (2006) maintained that "feedback in the context of teaching in general is the information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance". Thus, when giving feedback to the students the teacher has to give their opinion in accordance with the problem. Arikunto (2009, p. 5) established that "feedback is all information both about output and transformation". On the other hand, feedback is a process for students to examine skills based on their appearance and monitoring their own learning process.

Feedback is one of the basic elements during the learning process. When giving feedback teacher not only give correction however also make rapport and preserve the relationship between the teacher and the students (Nunan, 1995). If feedback occurs between the teacher and student going well, the learning process will be easier and more enjoyable. Because students and teachers provide mutual feedback that makes students and teachers feel that between them there is continuity.

Nicol and MacFarlane-Dick's (2006) claimed that principles underpinning good feedback include the following: Helps clarify what good performance is (goals, criteria, expected standards); Facilitates the development of self-assessment (reflection) in learning; Delivers high-quality information to students about their learning; Encourages teacher and peer dialogue around learning; Encourage positive motivational beliefs and self-esteem; Provides opportunities to close the gap between current and desired performance; It provides information to teachers that can be used to help shape teaching.

The term of feedback has been defined by many researchers. In general, feedback is information from teachers or another listener that gives students on how well they are doing, either to help the students improve specific points or to help plan their teaching. Feedback can be immediate during an activity or delayed, at the end of an activity or part of a learning program and can take various forms. Butler and Morgan (2007) maintained that Feedback is more useful than immediate feedback for student learning and retention of knowledge and skills. Feedback can be immediate during an activity or delayed, at the end of an activity

or part of a learning program and can take various forms. Teacher's feedback can also be defined as giving response to the student. The teacher can share it during the teaching-learning process and also at the end of the teaching-learning process. The best answer to the question when to intervene in learning talks is as late as possible Lynch (1997). The response can be expressed by facial expression, body language, gesture, and intonation. Those can be used to give feedback to speaking. Besides, sharing the opinion and suggestion by writing on a piece of the paper refers to writing feedback.

From the opinions stated above, it can be concluded that teacher's feedback is feedback provided by the teacher aimed to guide students' mistakes. In this case, feedback is a kind of assessment that concerns giving information about the students' performance. Teacher's feedback will be useful if the teacher and students review the answers to the test questions, both those that are answered correctly or answered incorrectly, and students are given the opportunity to correct the wrong answers. Giving feedback is very helpful for students to know the truth of the answers they provide, help students correct concept errors, and can motivate students' interest in learning. So feedback is very important for the students to improve their achievement.

1. The Types of Teacher's Feedback

Jeremy (2001, p. 142-151) concludes that has two types of feedback:

1) Oral feedback

Sinclair (1974) maintained that speaking in the classroom had different functions and was highly structured. The teacher starts a conversation that generates student responses and then students are given feedback. Oral feedback is natural interaction between teacher and students or students and students. Oral feedback more focused on the group. For example, Kwong (2009, p. 3) stated that “although feedback can be given individually, it will be more efficient if the whole class is involved so students can learn from each other's mistakes”. Showing incorrectness by oral feedback can be done of the different ways:

a. Positive feedback

Oral feedback usually consists of positive comments such as "good", "ok", "yes", and "well done", it is a correct response but must also provide support and motivation for learning to learners (Ellis, 2009). For example, the teacher should make sure that students receive positive feedback on the efforts they have made and they must show the results of what they have achieved. It's called "specific praise" that improves learning and students themselves solve problems, not asking the teacher to do it. Feedback provides the students with the confidence to move forward and focus on achievements, which may help them to feel confident even in the face of a setback. Stenger (2014) discusses feedback and

mentions that not all of the feedback is as effective, feedback can have a negative impact on learning if presented in a negative or only corrective way.

b. *Corrective feedback*

The teacher provides students if the students make mistake or error with corrective feedback (Dekeyser,1993). The feedback given by the teacher provided between explicitly or implicitly. The implicit feedback from the teacher is given by repeating the mistake or error and asking for clarification. The explicit feedback from the teacher will be telling the students wrong directly (Veliz, 2013). Based on Long (1996, p. 413) stated that “Implicit feedback is defined as furnishing the type of error that has been made but not providing the correction. Explicit correction, on the other hand, comprises direct forms of feedback in which the teacher points out that the learner is wrong". Thus, implicit feedback is the incidental error correction in response such as giving confirmation while the explicit feedback is focused on grammatical correction.

Recast

Recast falls into the implicit category. According to Veliz (2013, p. 287) “recasts make a complete reformation of learners and provide relevant information but are either missing or is wrongly used in the learners’ utterance”. Ding (2012, p. 84) stated that “the teacher reformulates all or parts of the student’s utterance, minus the error when providing feedback in the form of recast”.

For example:

S: I go to the garden yesterday

T: You went to the garden yesterday?

S: Yes, I went to the garden yesterday

In this case, the researcher marked “S: Student” and “T: Teacher”. When the students practice incorrectly the teacher gives implicit recast to the students. The teacher corrects student utterance “go” use in the past it will be “went”. The students receive feedback and repeat the correct word.

Metalinguistic feedback

According to Rassaei (2015), metalinguistic is another type of corrective feedback. Another type of corrective feedback is metalinguistic feedback. This provides metalinguistic information or comments about an error uttered by the learner and falls into the explicit category. Metalinguistic feedback is an explicit corrective feedback type that increases the students’ understanding of target forms by providing metalinguistic information. Ding, (2012) also discusses metalinguistic feedback and stated that it provides comments, information, or questions related to the students’ utterances, as illustrated below:

S: He speak three languages

T: If use the third singular dont forget “-s”

S: He speaks three languages

In this case, the teacher gives explicit metalinguistic feedback by using information to the students. The teacher gives information “use the third person

singular –s” and the students correct s/he utterance by using “s” in the third person.

Elicitation

Elicitation is another form of corrective feedback and is used directly to elicit the correct form from the student (Lyster & Ranta, 1997). The teacher can pause to let the student “fill in the blank”, or use a question to elicit the correct form, or even ask students to reformulate their utterance, as in “Can you say that again?” example illustrates elicitation used when the teacher repeats the utterance up to the error, as illustrated below:

S: When I went to the village, I met a boy who name is Ary

T: I met a boy...

S: Whose name is Ary

In this case, the teacher gives elicitation directly to the student by using “fill in the blank”. The teacher did not give the correct word to the student’s utterance directly, but repeated the student sentence and made fill in the blank in the wrong word. Students know if s/he made a mistake and try to continue the correct sentence.

Repetition

As another form of corrective feedback, repetition involves the repetition of a student’s erroneous utterance. In most cases, teachers adjust their intonation so as to “highlight the error” (Lyster & Ranta, 1997), as illustrated below:

S: I wake up early this morning.

T: You WAKE up early this morning?

S: I woke up early this morning.

In this case, the teacher uses repetition feedback to the students. The teacher just repeated the students sentence but made different intonations in the wrong student's utterance.

Paralinguistic signal

Jeremy (2001) maintained that, when we know our classes well, a simple facial expression or a gesture (for example a wobbling hand) may be enough to indicate that. A paralinguistic signal is a non-verbal form of corrective feedback used to elicit the correct form from the learner, for instance by using a facial expression or gesture to show that the student has made an error, as illustrated below:

S: Yesterday, I go to the library.

T: [Gestures with hands to indicate past].

Clarification requests

Finally, clarification requests are used when the teacher wants to indicate that the message has not been understood or that the student's utterance contained some kind of error, and that a repetition or reformulation is required (Lyster and Ranta, 1997). The teacher uses phrases like "Excuse me?" or "I don't understand" to stress the fact that something is wrong with the student's utterance, as illustrated below:

S: I got a job.

T: Pardon?

In this case, the teacher uses clarification requests to the student. When practicing in front of the class some students will be tense, shy, nervous, and make wrong utterances. The student wants to say “I got a job” but she says “I got a job” and the teacher just wants to make clarification by asked “Pardon?” to the students.

2) Written feedback

The way we give feedback on writing will depend on the kind of writing task the students have undertaken, and the effect we wish to create. When students do workbook exercises based on controlled testing activities, we will mark their efforts right or wrong, possibly penciling in the correct answer for them to study (Jeremy, 2001). In contrast to oral feedback, which is a natural part of a classroom setting and happens naturally, written feedback is sometimes considered as optional because it is slightly different from oral feedback in that it requires written comments and correction of a different kind. Written feedback involves feedback given to students’ written work. This type of feedback is usually not immediate and the teacher has time to think about how to give feedback and on what. Therefore, there are different strategies used when providing students with written feedback. For instance, a teacher can provide feedback that is related to the content and the organization of the writing, as well as to the grammar and vocabulary. According to Weigle (2002), the purpose of teachers’ feedback lies in

providing guidance in writing. Showing incorrectness by written feedback can be done of the different ways:

a. Direct and indirect feedbacks

There are different strategies of feedback provided in written work and most researchers divide written feedback into direct and indirect feedback. Direct teacher's feedback means that the teacher provides the students with the correct form of their errors or mistakes, and involves crossing out a word, phrase and providing the correct form. Direct feedback clearly states what is wrong and how it should be written, which means that the students do not themselves have to identify the error and how it should be corrected. On the other hand, indirect error feedback in the written form includes underlining or circling an error. This method gives the opportunity to the student to identify and correct the error (Petchpasert 2012).

Indirect written feedback can further be divided into coded indirect feedback and uncoded indirect feedback. In coded indirect feedback, the errors are underlined and the teacher writes a symbol above the error in order to help the student determine what the error is. In the second type, i.e. uncoded indirect feedback, the teacher underlines or circles the error and does not write the correct answer or a symbol to indicate the error. Both direct feedback and indirect feedback is commonly practiced by writing teachers to correct students' errors; teachers are free to use only one or a combination of the two. Teachers should be selective and should not correct every mistake. They also state that correcting every mistake may lead students to adopt a negative attitude towards writing and

negative feelings about themselves as writers as well. Another important aspect to which teachers need to pay attention is that when using codes in indirect feedback, they need to be consistent and use symbols that are supported by systematic grammar instruction so as not to confuse both teachers and students (Purnawarman, 2011).

b. Focused and unfocused feedbacks

Written feedback can also be focused and unfocused. Focused feedback refers to feedback that is provided on specific and pre-selected mistakes. This could mean that the teacher focuses on pre-selected errors displaying incorrect usage of prepositions, for instance. Unfocused feedback, on the other hand, refers to a range of mistakes. The teacher then corrects different types of mistakes, such as tense, vocabulary, spelling, and pronoun mistakes, without a clear distinction. Purnawarman (2011) also explains that teachers may decide to focus on common grammatical errors made by ESL (English as a second language) students, such as articles, prepositions, and past tense verbs, and to ignore errors on adjectives, adverbs, or pronouns; this is still seen as focused feedback. Ellis (2012) stated that highly focused corrective feedback usually focuses on a single error type or category, or on a single linguistic feature, such as errors in the use of prepositions; conversely, less focused corrective feedback may concentrate on more than one type of error, but correction is still restricted to a limited number of error categories, such as articles, prepositions, and past tense verbs.

c. Coding

In written feedback, comments, corrections or marks are given to students in a written work draft. The marks may be on words or quick symbols such as underlining, circles, and other signs. Some teachers use codes, and can then put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction much neater, less threatening, and considerably more helpful than random marks and comments.

d. Written comments

Positive comments or praise can also be provided in writing. Poindexter (2015) indicates that praise is not only a comment such as “*well done*”, but is instead a particular comment that will make a difference in the student’s learning. For instance, “content/grammar/vocabulary is good” is an example of praise provided in written work. According to Hyland and Hyland (2001), criticism is another type of feedback that can be provided on students’ written work. This includes “poor grammar”, for instance, but the authors also explain that suggestion, or as some may call it “constructive criticism”, is also an option. This option consists of an explicit recommendation regarding what the student needs to do, such as “you need a more general topic sentence”. If comments tend to be only negative and only point out problems then the comments are of little use to students (Fathman and Walley, 1990). To reinforce good habits and point out weak ones the teacher could also comment on the general quality of the writing and make some references to grammar, usage and style. According to Williams (2003), teachers tend to provide vague and unclear comments which leads to

confusion and passive action. Teachers need to develop a systemized and consistent form of written feedback.

Schmidt (1990) adds that students should notice by themselves the space between the interlanguage, understood by Selinker and Gass (1988, p. 152) as “interlanguage transfer is the influence of one L2 over another”. The target language since it allows the improvement of the acquisition of the language. However, Krashen (1981) believe by pointing out that just positive feedback is enough for students to acquire a second language. Moreover, they add that there is no sense in using negative feedback and it may cause damaging effects on language development.

Ur (2006, p. 257) compares the role of positive and negative feedback and states that “It is true that positive feedback tends to encourage, but this can be overstated negative feedback if given supportively and warmly, will be recognized as constructive, and will not necessarily discourage”. It is interesting to notice the positive aspect of negative feedback and the negative side of positive feedback. Indeed, providing only positive feedback is not advisable because students can think that they are doing well when they are not. However, negative feedback should be given in a constructive and warm way.

So students deserve to be given compliments such as “very good! or Nice!” also when they make mistakes we must keep giving feedback such as “your work is good, but there is still something that needs to improved” in this case, we can encourage students that they have done something right even though it is not perfect. Good grades encourage students to study harder. Instead, students

who get bad grades will be encouraged to learn from their mistakes. More students make mistakes and it's better if the teacher gives feedback to students, the more it will improve the learning outcomes and mastery of the concept (Gunawan, 2003).

So, feedback is a criticism or correction between teacher and student, the teacher directs students to think about the next possibility about the student. Based on the explanation we can conclude the type of feedback can be divided into 2 types that are oral and written feedback. In the sense of oral and written feedback can be facial expressions, body language, volume, and appreciation, positive and negative. Thus, feedback is not treated as separate feedback, but as feedback that is interrelated and constitutes a unity. Like for example when a teacher praises his students both by oral and written, of course, the teacher will show warm facial expressions, soft voice and use positive or negative feedback.

2. The Functions of Teacher's Feedback

According to Slameto (2001, p. 191) feedback has the following functions:

- a. Warning function: Feedback can be used as a warning for students who score below the mastery learning standard that they must be careful because the learning objectives have not been achieved meaning they must study harder.
- b. Strategy repair function: For students who make mistakes in answering questions, feedback can be useful to improve their learning strategies so that in the next test he will get better results.

c. Informational function: Feedback is information from the teacher to students about the results of the test and notification of the correct answer.

d. Communication function: Giving feedback is a social process involving communicators who send the news to each other so that one party can learn from the other party. The teacher as the sender of the news must provide clear information about the correct answer from the results of student tests, so students can catch the message. Conversely, students as recipients of the news after knowing the purpose of the message then must carry out the message so that communication can take place.

e. Motivational function: Motivation is one of several what researchers call individual differences (traits that vary across individuals). Motivation to learn another language is, simply conceived, the degree and type of “wanting to learn” and has been shown to correlate significantly with how far learners get (e.g., how many languages they acquire, the skills they develop with the language).

C. Previous Studies on Teacher’s Feedback to Increase Students’ Achievement.

Some previous studies have been conducted on teacher’s feedback to increase students’ achievement. Zhang (2016) based on his study, when giving the written-feedback in learning English, the teacher is more focused on the form of feedback. Especially the indirect feedback other than the indirect one. Richard and Renandya (2002, p. 303) state that “writing is the most difficult skill for the second language and foreign-language learners”. Furthermore, they claim that

writing is not only generating and organizing ideas of our mind, but also translating these ideas into a readable text. Based on their arguments, it seems common that many learners particularly those of foreign language learners have some degree of difficulty in writing. Therefore, some efforts need to be done to maintain or improve students' writing skills. No hesitation in writing skills gives many contributions to the literary world. Brown (2004, p. 218) states that "writing skill has become indispensable and has high significance in this global literature". Therefore, if the teacher gives correct teacher's feedback, the students can easily write and increase their writing.

According to Sumarno (2016) feedback in perspective, the theory of self-regulation emphasizes the importance of interactions between feedback and recipient information as well as emphasizes active involvement learners to look for clues and monitor and evaluate their performance alone. Learning feedback characteristics must be non-evaluative, supportive, timely, and specific. Learning feedback can be presented in the form of information on students as responses to actions taken by students. Based on the research explained that feedback can increase student confidence because students feel that there is a teacher who always pays attention to and guides them.

Zahroh, Mujiyanto, and Saleh (2020), conducted the research on students' attitudes toward teachers' written corrective feedback and their writing skill. The score of student attitude toward teacher corrective feedback among the participants was 2.86 with a standard deviation of 0.8136. This result meant that the participants have a positive attitude toward teacher corrective feedback. To

complete the data of the questionnaire, the writer also conducted an interview with them. It described that the majority of students stated that teacher correction is very useful for them. It described that the majority of students stated that teachers' correction is very useful for them. Rest of them said that they could not act in class because they had low motivation to join the class. Students' attitudes can give a moderate impact on students' writing skills. In sum, knowing students' attitudes helps the teacher to achieve learning goals. Based on his research shows that the correction of the teacher has a positive impact on students. Because they are motivated by the support given by the teacher so that they are confident and more eager to learn.

According to Sadiju (2015), if you slur or muffle sounds, or project the sounds weakly, the listener will miss a lot, failing you as a good speaker. Therefore, proper pronunciation, diction, and building a good vocabulary should be on your prioritized list. "Speaking is the use of language to communicate with others" (Fulcher, 2003, p. 23). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution at a high speed, so each participant has the intention or a set of intentions that s/he wants. In learning speaking students are very logical in making mistakes or errors. It means that the students may apply some rules but those roles may be wrong and need to be corrected. Thus, the students may often need help in figuring out whether their answer is correct or incorrect and why their answers are wrong and without such feedback, they will make the same mistake again.

Giving feedback is an important skill for lecturers in higher education and has a major influence on the quality of the students' learning process (Hattie & Timperley, 2007). With some guidelines provided within the paper, it has been tried to contribute to a general acceptance of different feedback practices as important learning tools in higher education. It is clear that this is high time when teacher should rethink about the feedback process to improve the students' learning. The paper tried to provide some key principles of good feedback practice that can address a wide spectrum - the cognitive, behavioral and motivational aspects of reflections. Ahea (2016) claimed that good feedback practice can not only provide useful information to the students in improving their learning but also can offer decent information to teachers which is eventually improve the learning experience for the students. Yorke (2003) argues the following regarding this issue: "The act of assessing has an effect on the assessor as well as the student. Assessors learn about the extent to which they [students] have developed expertise and can tailor their teaching accordingly". While producing relevant and informative feedback in meeting the students' demand, the teachers themselves need to have a fair idea about the students' progression. They eventually become more involved in reviewing and reflecting on students' performance which drives them to make a better learning environment.

Listening is an essential part of the communication process. Students spent the majority of each school day listening and much of what students know is acquired through listening. (Rost & Candlin, 2014) as he quoted "Listening is considered to be a part of oracy, a capacity to formulate Thought verbally and to

communicate with others, so it is the skill that underlines all verbal communication". Use video Feedback that has been exploited in providing feedback to students. It is widely known as the podcast in the academic arena. Often this is used in amalgamation with other types of feedback. The lecturers who use podcasts to provide feedback find them an easy technique. It helps to provide good quality feedback very quickly, rather as they would in a physical meeting with a student. So, more students listen more they get new vocab and science mastered by students. If teacher's feedback is positive and students want to listen well, students' abilities will automatically increase. Because the students can easily comprehend and understand the speaker when they speak.

Based on the previous studies above, applied teacher's feedback in the class is effective to increase students' achievement. There are several types of improvement in students' abilities such as speaking, writing, reading, listening, self-regulation, students' attitudes toward and motivation. But, the type of teacher's feedback must be appropriate to the students. Based on this problem, the researcher will conduct the research to know what type of teacher's feedback that is preferred by the students that can improve their achievement.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes some aspects of methodology including research design, research sites participants, method of data collection and method of data analysis.

A. **Research Design**

The approach used in this research is qualitative and uses the case study type. According to Creswell (2013), it is in accordance with the objectives of the researcher to find in-depth information about perception and the underlying reasons. Ary (1990, p. 25) said, “qualitative research studies are designed to gain an understanding of some group or some phenomenon in its natural setting”. Based on Rahmat (2009), qualitative research has 5 types such as Biography, phenomenology, grounded theory, ethnography, and case studies. The researcher chose qualitative research in the case study type because the researcher believes that the case will be able to obtain further and in-depth scientific knowledge.

Mulyana (2013) stated that, the features of the Case Study include the following:

- a. Case Study is the main tool for emic research, which presents the views of the subjects studied,
- b. Case Study presents a comprehensive description similar to what is experienced by readers in everyday real-life,
- c. Case studies are effective tools for showing the relationship between researchers and subjects or informants,
- d. Case Studies allow readers to find internal consistency that is not only style consistency and factual consistency but also trustworthiness,
- e. Case Studies provide the "thick description" needed for assessing transferability,
- f. Case studies are open for assessment of contexts that contribute to the meaning of phenomena in that context.

The stages of research in this study are three stages and the last stage of the research is the writing of a research report. The stages of the research are:

- a. The pre-field stage, which includes: compiling research designs, selecting research fields, administering permits, exploring and assessing the state of the field, selecting and utilizing informants, preparing research-learning tools concerning research ethics issues. This stage is carried out in November 2019 - February 2020;

- b. Stage of fieldwork, which includes: understanding the background of research and self-preparation, entering the field and participating in retrieving and collecting data. This stage is carried out in February 2020;
- c. Data analysis stage, which includes: analysis during and after data collection, February to July 2020;
- d. Stage of writing the results of the research report, July 2020;

B. Research Sites and Participants

The participants of this study were eleven students at grade XI and one an English teacher at Senior High School 5 Banda Aceh Jl. Syeikh Abdur Rauf, Kopelma Darussalam, Banda Aceh, 23111. The students who took part in the study had been taught by the teacher for one and a half years. In this research the researcher chose the students who get feedback in the class. This research started in November–July 2019-2020.

This research was designed in a descriptive qualitative manner. This design was used to explore the types of feedback that the teacher used when teaching English in Banda Aceh High School 5. As research subject, an English teacher were involved with the following reasons:

- a. He was considered to be actively involved in English teaching;
- b. Had enough time to help the research team obtain data needed;
- c. Did not tend to provide information based on taste and emotions;

- d. Did not have a close relationship with the research team;
- e. Used feedback as a concept in the learning process.

C. Methods of Data Collection

To collect the data about types of teacher's feedback that applied at Senior High School 5 Banda Aceh. The researcher used two techniques of data collection. Since the study was case study, therefore the researcher used classroom observation for validity check and free-interview technique as the primary technique to get deeper information.

1. Observation

Observation is research technique by taking notes on direct observation conducted on the behavior and activities of individual research (Creswell, 2013). The researcher's role in the observation was non-participant and observed all of the students in second grade. In this case, observation was conducted by observing students' behavior during the learning process. The researcher sat behind class and looked at how the teacher gave feedback and saw students receive feedback from the teacher. The researcher used a camera, notebook and phone to take notes, pictures and videos. While during the learning process, the researcher chose some students who got feedback from the teacher to make an interview in the next meeting.

The following is the example of table of observation sheet (See Appendix J for the complete table of the observation sheet)

OBSERVATION

To Identify Type of Teacher Feedback Applied in the Classroom and Preferred By Students that Can Improve Their Achievement

A. School Profile

Name : Senior High School 5 Banda Aceh

Adrees : Jl. Syeikh Abdur Rauf, Kopelma Darussalam, Banda Aceh, Aceh.

B. Table of the Observation Sheet

No	Type of feedback	Oral (O)/Written (W)	Y/N
1	Recast		
2	Metalinguistic Feedback		
3	Information function		
4	Communication function		
5	Motivation function		
6	Feedback during oral work		
7	Feedback during accuracy work		

2. Interview

According to Prabowo (1996), an interview is a method of collecting data by asking questions to the respondent, the way is by conversing face to face. Interview is another data collection technique that used in this research. The researcher chose the interview method to get the valid information and direction from the source.

This technique was taken after the researcher made an observation in the first meeting. In the next meeting researcher interviewed a teacher and eleven students, especially the students who received feedback from the teacher during

the learning process in the class. In this study, researcher used phone and notebook. Interview planned conducted with a duration of five minutes for each student and a fiveteen-minute interview with the teacher. The aim of this interview was to get deeper information about what feedback the teacher and students perceive that can improve students' achievement. The following is the example list of interview questions for the students (See Appendix K for the complete interview questions for the students).

INTERVIEW

To Identify Type of Feedback That Preferred By The Students to Improve Their Achievement

A. Students Profile

Name :

Phone Number :

Gander :

B. List of Interview Questions For the Students

No	Questions	Descriptions	Students Answer
1	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?	Introduction to the interview	
2	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?	Find out how their teacher uses feedback	
3	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?	Knowing feedback increases ability or not	

The following is the example list of interview questions for the teacher (See Appendix L for the complete interview questions for the teacher).

INTERVIEW

To Identify Type of Feedback Applied in The Classroom That Can Improve Students Achievement

A. Teacher Profil

Name : _____

Phone Number : _____

B. List of interview with the teacher

No	Questions	Description	Teacher Answer
1	Is there a separate strategy that you use to correct students' answers?	Introduction of the interview	
2	What do you do if your students keep failing to answer the questions that you have given remedially?	To know the teacher give motivation feedback or not	

D. Methods of Data Analysis.

After collecting the data with observation and interview, the process of data analysis fell into three major phases following the framework of qualitative analysis developed that are data reduction, data display and conclusion drawing and verification (Miles & Huberman, 1994).

a. Data reduction

First, the mass of the data has to be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman (1994), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In the reduction data, the researcher chose which aspects of the data that appeared in the interview transcriptions and the result of observation should be emphasized, minimized, or set aside completely for the purposes of the research. Further, the researcher put code on each meaningful unit based on the list of codes (table 3.1). Then, the writer examined all the relevant data sources for description and themes which will be used for the research findings.

Table 3.1

List of codes

No	Factors of feedback contribute improve students' achievement	Code
1	Get Feedback from Teacher	[GFT]
2	Get Feedback from Peer	[GFP]
3	Never Get Feedback	[NGF]
4	Feedback Improve Achievement	[FIA]
5	Feedback Not Improve Achievement	[FNIA]
6	Oral Feedback From Teacher	[OFT]
7	Written Feedback From Teacher	[WFT]
8	Remedial Feedback	[RF]
9	Written Feedback From Peer	[WFP]
10	Oral Feedback From Peer	[OFP]
11	Without Feedback	[WF]
12	Like Feedback	[LF]
13	Dislike Feedback	[DLF]
14	Get Praise Feedback	[GPF]

b. Data display

Data display is the second phase in Miles and Huberman's model of quantitative data analysis. This phase provides an organized and compressed assembly of information that permits conclusion drawing and action. The researcher displayed the data that had been reduced in order to facilitate data interpretation. It was displayed in a table.

c. Conclusion drawing and verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean, noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman (1994). Conclusion drawing involves last stepping to consider what analyzed data mean and to assess their implication for the research questions. The researcher drew meaning from the data display.

Furthermore, the data have to be checked for their sturdiness and confirmability. The researcher checked the validation of the data using triangulation strategy. According to Miles and Huberman (1994), triangulating is a tactic for verifying or confirming findings by using multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of this study.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter focuses on analyzing the research results from the observation and interview. It also present a discussion of the research result to answer the research questions. Based on observation and interviews, the researcher obtained the following results:

A. Type of Teacher's Feedback Applied in the Classroom That Can Improve Students' Achievement

To get the result of the study at Senior High School 5 Banda Aceh, the researcher conducted the observation during the learning process in class to see the type of feedback used by the teacher. After conducting observation, in the next meeting researcher conducted interviews with teacher and students to strengthen the result obtained at the time of observation. Based on the researcher's conducted observation, the teacher used oral and written feedback. Based on the type of feedback described in the previous chapter, there were 13 types of feedback as presented in *(table 4.1) and (table 4.2)*. The researcher marked Y=YES if the teacher used the type of that feedback and N=NO if the teacher did not use the type of that feedback.

Table 4.1

The type of oral feedback that teacher uses in the class

No	Types of oral feedback	Yes (Y) / No (N)
1	Recast	Y
2	Metalinguistic feedback	N
3	Elicitation	N
4	Repetition	Y
5	Paralinguistic signal	Y
6	Clarification requests	N
7	Positive feedback	Y
8	Negative feedback	N

Table 4.2

The type of written that teacher use in the class

No	Type of written feedback	Yes (Y)/ No (N)
1	Positive feedback	N
2	Negative feedback	N
3	Direct	N
4	Indirect	Y
5	Focus	N
6	Unfocused	N
7	Written comment	Y

Based on the table above , there were 8 oral feedback types for number 1-8 and 7 written feedback types for number 7-13. For table numbers 7 and 8 that can be used for both of them. But, the teacher just used oral feedback in the class for

table number 1, 4, 5, and 7. Teacher just used a written feedback type in the for table numbers 10 and 13. Based on the results of observations. It can be concluded that teacher used oral feedback more often than written feedback.

Table 4.2

The result of activity during the learning process

Activity during the learning process	Students Response
Pre-Activity: ask students condition [OFT], correct students pronunciation errors [OFT]	Students not tense but more enthusiastic
Main activity: ask about the previous lesson [OFT], ask students responses [OFT], correct students' answer [OFT], reflections [OFT]	Students answer alternately, enthusiastic answer
Associating: Students provide in the group [OFT], students give explanations to the group [OFT], providing information in the form of writing [WFT]	Trying to get answers and explanations and try to give an explanation that is appropriate
Closing-Activity: Comment on the group results [OFT]	Students approve teacher comments

Based on the table above, the teacher used more oral feedback (OFT) between written feedback (WFT) during the learning process. Based on the research, students also showed a positive response to the application of oral feedback from the teacher. They feel helped by the feedback given by the teacher. Therefore, they are not tense but more enthusiastic and brave to show their abilities. Students show it by answering the questions and explaining the material to each other (OFP) and writing it down if they feel they need (WFT). It happens when the researcher make the observation during the learning process.

In the Pre-Activity learning process, students feel enthusiastic when telling the news or their situation to the teacher and do not feel tense when the teacher corrects students' answers. In the learning process, the Main-Activity teacher gave oral feedback with a few questions as in the previous class and asked students' response to the explanations. In the Closing-Activity the teacher used oral feedback, namely by comment on the result of group activities.

To get an effective result, researcher also conducted an interview with the teacher. Researcher conducted an interview to obtain additional information for the result of observation.

Table 4.3

The type of feedback based on the teacher's perspective

No	Teacher Answer
1	Teacher usually correcting student responses after checking their answer [WFT], explaining corrections at the next meeting [OFT]
2	Correct direct answer [OFT], give a test again/remedial [RFT]
3	Helping students who have difficulties [OFT]
4	Using peer feedback [PF]
5	There are comments to students through writing [WFT]
6	Using praise feedback [PrF]
7	Helping students and give time for students to continue [OFT]
8	Comment students' answer directly in the class [OFT]
9	On going [OFT]
10	Students more active and confident if get feedback [OFT] & [WFT]
11	Students who get feedback improve their achievement [OFT] & [WFT]

Based on the teacher answer (table 4.3) above, it showed that from the eleven questions, the teacher chose eight questions using oral feedback type to provide corrections for students for questions number 1, 2, 3, 7, 8, 9, 10, 11. The teacher also uses four written feedback for questions number 1, 5, 10, 11. There is a special type of feedback used by teacher to make students more enthusiastic to learn, namely peer and praise feedback. The teacher used peer and praise feedback for questions number 4 and 6. The teacher corrected students on the answer sheet (WFT) which then explains again what the teacher wrote (OFT), then the teacher gives remedial (RFT). This shows the teacher feels more satisfied when giving feedback orally. Therefore, the type of teacher's feedback applied in the classroom is oral feedback [OFT].

B. Type of Feedback Preferred By the Students to Improve Their Achievement

When the researcher conduct the interview with students, each student has their own answer. The researcher makes a code for answers from students based on the code in (table 3.1). The answers from students are as follows:

Table 4.4

Feedback preferred by students based on students perspective

Initial name of the students	Students Answer
NK	Ever [GFT], Tell the correct answer and explain [OFT], correction is important to increase knowledge [FIA], Like because it is easy to understand [OFT], Correct directly [OFT], like remedial [RFT] to improve the answer and value [FIA], likes to be praised and asked to improve [FIA] student 's ability, preferring if the written correction is explained again [OFT], direct correction is preferred because it is easily understood [OFT].

VCB	Often [GFT], Tell the correct answer and give the assignment back [OFT], Important because it corrects our mistakes [FIA], Likes because it's easy to understand [OFT], corrected personally with the example [WFT], likes [RFT] because with remedial grades get better [FIA], Like because it increases confidence for the next assignment [OFT], writing correction is not sufficiently better explained [OFT], correcting directly but don't be too strict [OFT] and reassigning [RFT].
PF	Ever [GFT], Tell the correct answer [OFT] and write [WFT], it is very important that we know the correct answer [FIA], do not like because they feel uncomfortable [WFT], Like in writing [WFT], Often Remedial [RFT] because they will understand [FIA] better, like to be praised because they are more enthusiastic to learn [FIA], it is enough to be corrected in the book [WFT] because they can find out and improve it [FIA], like the direct correction in person [OFT].
HR	Often [GFT], Re-explain and correct the answer [OFT], Important because the ability to increase [FIA], Like directly [OFT], corrected directly in front of the class so that I and my friends understand [OFT], like [RFT], never been praised [WtF], it is enough to be corrected in the book [WFT], direct correction [OFT].
WI	Ever [GFT], Checked [WFT] and discussed again the correct answer [OFT], didn't like being corrected [DLF], didn't like it right away because it went straight to the point [WFT], Like in writing [WFT], Like Remedial [RFT] because it affects the value and knows the weakness of [FIA], likes to be praised because it is more motivating to learn [FIA], not enough to be corrected in the book [OFT], like direct correction [OFT].
ARF	Often [GFT], Saying directly [OFT], Important because it can directly correct errors [FIA], Like because it's easy to understand [OFT], corrected directly [OFT], likes [RFT] because remedially can improve the value of [FIA], Like because it makes it more motivated [OFT], writing correction is not enough because of lack of understanding [OFT], correcting it directly because it can improve the direct and motivating answer [[OFT].
RI	Ever [GFT], Checking the [WFT] answer sheet and explaining again in the [OFT] class, it is important to know the mistakes and correct the errors also increase the knowledge of [FIA], like because I quickly find out my mistakes where [OFT], don't like [DLF], do not like Remedial [DLF], never praised [WtF], enough to be corrected in the book [WFT], like direct correction because it can motivate [OFT].
TA	Ever [GFT], given direction and discussing [OFT], it is important because it is easier to understand lessons [OFT] [WFT], like because they can directly improve [WFT], Like directly [OFT], Like Remedial [RFT] because can fix errors [FIA], don't really like to be praised [WtF], very satisfied in a correction in [WFT] book, like correction directly in [WFT] book.
TY	Frequently [GFT], Re-explain [OFT], Important because you can know the correct answer [OFT] [WFT], Like it because you better understand [OFT], corrected in [OFT] class, there is remedial in [RFT] class, Like because I rarely correct [OFT], writing correction is not enough if the value is low [OFT], correcting directly in front of the [OFT] class.

RM	Ever [GFT], Tell the correct answer and explain [OFT], correction is important because it gets input so the value is getting better and knowledge increases [FIA], Like because I know where I am wrong [OFT], Direct correction [OFT], there remedial in [RFT] class, like it because it's happy to be praised [OFT], don't like it though [WFT], Direct correction [OFT].
ZQ	Once [GFT], Giving examples and explaining in detail [OFT], yes because if often given directions we become happy learning [FIA], Like because it is easy to understand [OFT], Correction of detail [OFT] [WFT], I never but there is a remedial in the [RFT] class, likes to be praised because it means that I understand [OFT] [WFT], it is not enough because I have to find my own answer again [OFT], Direct Correction is preferred because it is clearer [OFT].

Based on table 4.4, the teacher's feedback is effective to students in learning English. Some students say if they get feedback from the teacher moreover some students say often. Most of the students liked the feedback given by the teacher in oral [OFT] because they could directly know their mistakes and could reflect on themselves. Therefore, it is better to correct their errors or mistakes (Remedial Feedback [RFT]). When talking about how if praised [GFP] directly when doing exercise orally, most students say for a variety of reasons: it increases the confidence of self, was motivated, improved capabilities, was excited and was happy. But few of them dislike to get the praise from the teacher and opted for the teacher to correct them in writing [WFT] with a reason not deserved to get praise. The researcher asked about students' satisfaction toward the teacher's feedback in their book [WFT], but some students did not satisfied in it because it was too obvious and needed to explain by orally [OFT]. Therefore, using oral feedback [OFT] as a concept in learning process preferred by students to improve their achievement.

C. Discussion

Based on the analysis of the data, the researcher would like to discuss the research questions in this study. The first research question is “what types of teacher’s feedback that applied in the classroom that can improve students’ achievement?”. To answer this research question, I conducted the observation and interview. Based on observation and interview, there were two types of feedback that have been used by the teacher, namely oral feedback and written feedback. However, the type of feedback often used by the teacher is oral feedback. The teacher rarely writes/comments to the student in writing. According to Kasenda, Amalia, and Ardaniah (2019), one type of feedback that has a positive effect on student learning is called oral feedback. This feedback is often given by the teacher when the learning process is taking place and is known as a way to underline the mistakes made by students in the speaking skills shown.

Limited time in teaching and learning in class, forcing students and teacher to used time more effectively. Therefore, effective steps were needed in the process. Tonekaboni (2016) concluded that, oral feedback is more effective than teacher’s comments or written feedback. According to the teacher, the effective feedback used in the class is oral feedback, because the teacher can provide feedback directly at the same time. The right time for giving feedback is when learning takes place. Lynch (1997, p. 324) emphasise that “the best answer to the question when to intervene in learning talks is as late as possible”. The use of oral feedback is more effective in improving students' abilities because it is faster than written feedback and the discussion can be broader. Abdulkhaleq (2013, p. 30)

stated that “oral feedback was clear and when they had questions, they readily asked for clarification”. For example based on the observation, the teacher also often helps students who are practicing speaking in front of the class and suddenly the students forget the next word the teacher will help students and give a word or continue the sentences. Thus, in this research showed that, even the students make mistakes in making assignments, the teacher very rarely writes down their corrections on the student's answer sheet but prefer to comment on the mistakes by oral feedback in the class. Because teacher said that oral feedback more affective use in the class.

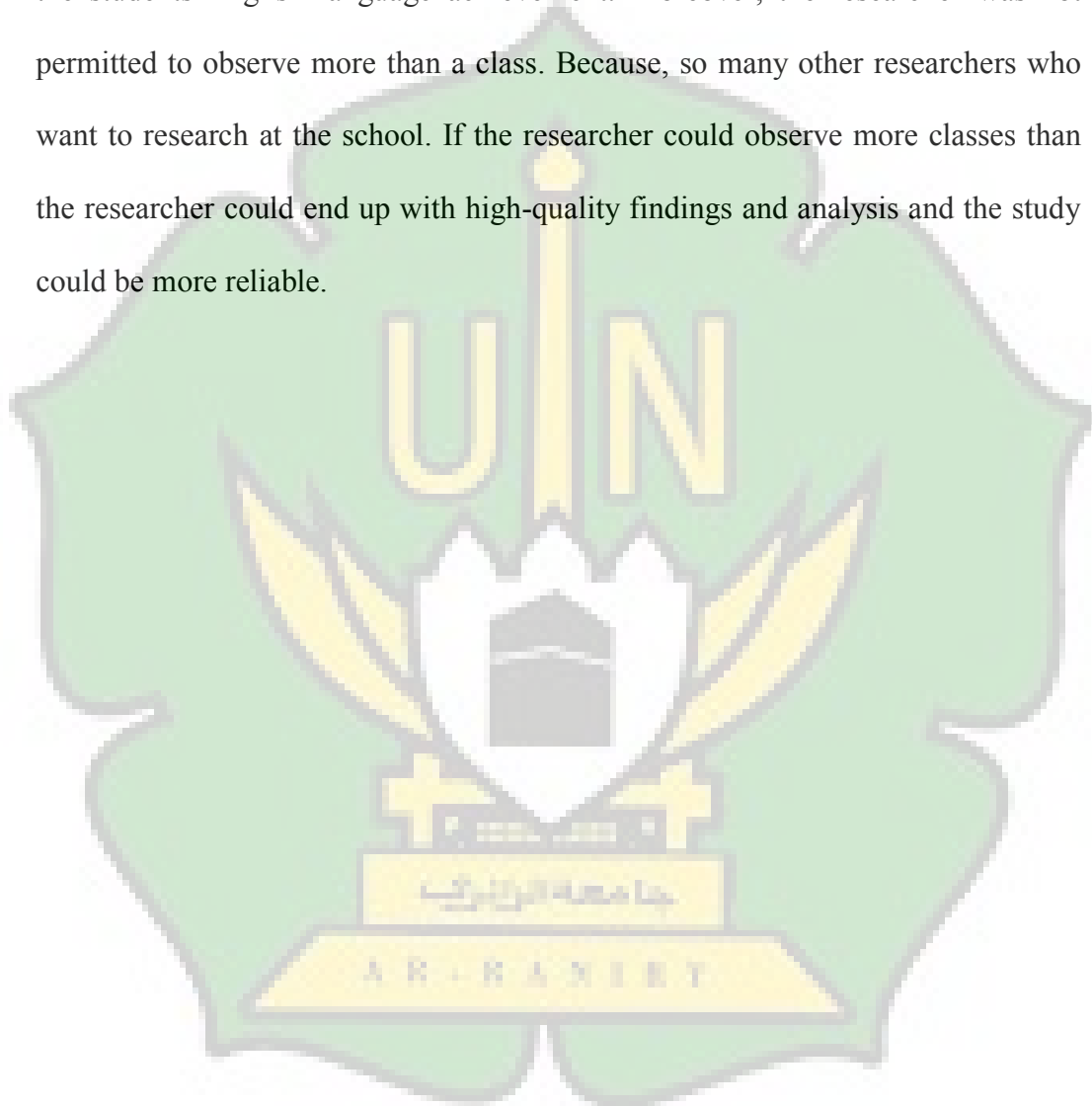
Learning English as a second language is not easy. Therefore to increase students interested in learning, teacher provide opportunities for them to work together with friends (GFP) but their partners are determined by the teacher. By grouping smart students with less smart students. For the aim that all students can understand the material. To make students seriously and enthusiastic work with their partners, the teacher gives praise (GPF) to the group that can understand the material and answers the questions from the teacher. The praise is usually like can back first or get the best score. That were really affective to improve students achievement.

The second research question is “what types of feedback are preferred by the students to improve their achievement?”. Based on the results of the interviews with students, they were received feedback from the teacher in learning English. The type of feedback preferred by students is oral feedback. Because students can find mistakes more quickly and easily to understand. Thus, oral

feedback can improve students' achievement. For example, when given feedback on speaking learning the teacher will help students and give the required vocab. Because of that case, students believe the teacher always help them and students have self confidence to practice more in the class. Although the students not really good on the grammar the students try to practice more. This can make students can improve their achievement. Some previous studies explain that feedbacks are important for improving knowledge acquisition and ability (Azevedo & Bernard, 1995; Bangert-Drowns, Kuli, Kulik, Morgan, 1991; Lepper & Chabay, 1985; Narciss & Huth, 2004 ; Valerie 2008).

Based on the interview results, most students claimed that teacher's feedback can increase their learning. These were corresponding with students' responses to the feedback effect in increasing the value and outcomes of learning. When conducting an interview, researcher got permission from the students to see their rapport. Based on the student's rapport, students have increased their scores compared to the previous scores. Because, using oral feedback [OFT] as a concept in learning process help students to know what is wrong, what is right and improve students' achievement. Furthermore, the application of remedial learning (RFT) also greatly helps students improve their abilities. As Irham and Novan (2013, p. 289) said "remedial teaching is an educational service provided by students to improve learning achievement".

However, this study has limitation. The researcher had to conduct the survey with only one of the teacher. Because, not all teachers are aware of what type of feedbacks applied in the classroom and preferred by students to improve the students English language achievement. Moreover, the researcher was not permitted to observe more than a class. Because, so many other researchers who want to research at the school. If the researcher could observe more classes than the researcher could end up with high-quality findings and analysis and the study could be more reliable.



CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts, namely the conclusion section which contains a summary of important points based on the results of research from the previous chapters and the recommendation section which contains suggestions for a nother researchers who will examine the future.

A. Conclusions

Based on the analysis of the data from the observation and interviews in the previous chapters that have been described, the conclusions of this study indicates that almost all students have a positive attitude towards teacher's feedback in learning activities. The type of feedback that teacher used in the class is both oral feedback such as recast, repetition, paralinguistic signal and positive feedback and written feedback such as indirect and positive feedback. But, the type of teacher's feedback often applied in the classroom to improve students' achievement is oral feedback.

The type of feedback preferred by students is oral feedback. Because oral feedback from the teacher very useful for them. The students understand better when explained directly by the teacher. Most students said that oral feedback given by the teacher can motivate them to learn and feedback can improve students' abilities. Thus, the type of feedback preferred by students to improve their achievement is oral feedback.

B. Recommendations

This study investigated the kinds of teacher's feedback that EFL students of a senior high school receive from their teacher. It also investigated the feedback types that are found most frequently in the EFL classroom and what type of teacher's feedback preferred by students to improve their achievement. Some previous studies have been conducted on how effective feedback types, but they have all come to different conclusions. However, more studies seem to be in favor of feedback in any form than those that are against it.

Based on the researcher's experience in the field during did research, the teacher often uses oral feedback in the class between written feedback. The teacher use oral feedbacks such as recast, repetition, paralinguistic signal, and positive feedback. The written feedbacks use by the teacher such as indirect and written comments. Even though there were a lot of kinds of oral feedback and written feedback that the teacher uses in the class. Therefore, For the next researcher who is interested in similar research, it would be interesting to involve a length of time to know more oral feedback that the teacher uses in the classroom. Thus that the results of the study can be better.

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Appendix A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-661/UN.08/FTK/KP.07.6/01/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Khairiah Syahabuddin, M.Hsc. EsL., M.TESOL, Ph.D. Sebagai Pembimbing Pertama
2. Rahmat Yusny, M. TESOL Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : **Husnaini**
NIM : **160203199**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **An Investigation of Teacher Feedback to Improve Students' Achievemen**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Januari 2020
An. Rektor
Dekan,


Muslim Razali

Appendix B

Recommendation Letter from The *Fakultas Tarbiyah dan Keguruan* to conduct field research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh, 23111
Telpon : (0651)7551423, Fax : (0651)7553020
E-mail: ftk.uin@ar-raniry.ac.id Laman: ftk.uin.ar-raniry.ac.id

Nomor : B-2737/Un.08/FTK.1/TL.00/02/2020

Banda Aceh, 11 February 2020

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Penyusun Skripsi

Kepada Yth.
**Kepala Dinas Pendidikan
Provinsi Aceh**

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry, Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : HUSNAINI
N I M : 160203199
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : VIII
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry
A l a m a t : Jl. T. Awahab No. B:10, Limpok Darussalam Aceh Besar,
Aceh

Untuk mengumpulkan data pada:

SMA 5 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Investigation of Teacher Feedback to Improve Students' Achievement

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,


Mustafy

Appendix C

Recommendation Letter from The *Dinas Pendidikan Pemerintah Aceh* to conduct field research



PEMERINTAH ACEH DINAS PENDIDIKAN

Jalan Tgk. H. Mohd Daud Beureueh Nomor 22 Banda Aceh Kode Pos 23121

Telepon (0651) 22620, Faks (0651) 32386

Website : disdik.acehprov.go.id, Email : disdik@acehprov.go.id

Nomor : 070 / B / 17 / 2020
Sifat : Biasa
Lampiran : -
Hal : Izin Pengumpulan Data

Banda Aceh, 16 Februari 2020
Yang Terhormat,
Kepala SMA Negeri 5 Banda Aceh
Kota Banda Aceh
di -
Tempat

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-2737/Un.08/FTK.1/TL.00/02/2020 tanggal, 11 Februari 2020 hal : "Mohon Bantuan dan Keizinan Melakukan Pengumpulan Data Skripsi", dengan ini kami memberikan izin kepada:

Nama : Husnaini
NIM : 160203199
Program Studi : Pendidikan Bahasa Inggris
Judul : "AN INVESTIGATION OF TEACHER FEEDBACK TO IMPROVE STUDENTS' ACHIEVEMENT"

Namun untuk maksud tersebut kami sampaikan beberapa hal sebagai berikut :

1. Mengingat kegiatan ini akan melibatkan para siswa, diharapkan agar dalam pelaksanaannya tidak mengganggu proses belajar mengajar;
2. Harus mentaati semua ketentuan peraturan Perundang-undangan, norma-norma atau Adat Istiadat yang berlaku;
3. Demi kelancaran kegiatan tersebut, hendaknya dilakukan koordinasi terlebih dahulu antara Mahasiswa yang bersangkutan dengan Kepala Sekolah dan Cabang Dinas Pendidikan setempat;
4. Melaporkan dan menyerahkan hasil Pengumpulan Data kepada pejabat yang menerbitkan surat izin Pengumpulan Data.

Demikian kami sampaikan, atas kerjasamanya kami haturkan terima kasih.

a.n KEPALA DINAS PENDIDIKAN
KEPALA BIDANG PEMBINAAN SMA DAN
PKLK


ZULKIFLI, S.Pd, M.Pd
PEMBINA Tk.I
NIP. 19700210 199801 1 001

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh;
2. Mahasiswa yang bersangkutan;
3. Arsip.

Appendix D

Confirmation Letter of Conducting Research Senior High School 5 Banda Aceh



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 5 KOTA BANDA ACEH**

Jln. Hamzah Fansuri No.3 Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh, 23111
Telp. (0651) 7552010 Email: sman5b.aceh@gmail.com Website: www.disdikbna.net

SURAT KETERANGAN

Nomor: 070 / 243 / 2020

Berdasarkan Surat Kepala Dinas Pendidikan Aceh Nomor : 070/B/ 175/2020 tanggal 16 Februari 2020 tentang Izin Pengumpulan Data, maka Kepala Sekolah Menengah Atas (SMA) Negeri 5 Kota Banda Aceh menerangkan :

N a m a : HUSNAINI
NIM : 160203199
Program Studi : Pendidikan Bahasa Inggris

yang namanya tersebut di atas benar telah melakukan penelitian/mengumpulkan data di SMA Negeri 5 Kota Banda Aceh pada tanggal 19 Februari s.d. 1 Juli 2020 untuk penyusunan "Skripsi" dengan judul:

**"AN INVESTIGATION OF TEACHER FEEDBACK TO IMPROVE
STUDENTS' ACHIEVEMENT"**

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Banda Aceh, 13 Juli 2020



Khairurrazi, S.Pd, M.Pd

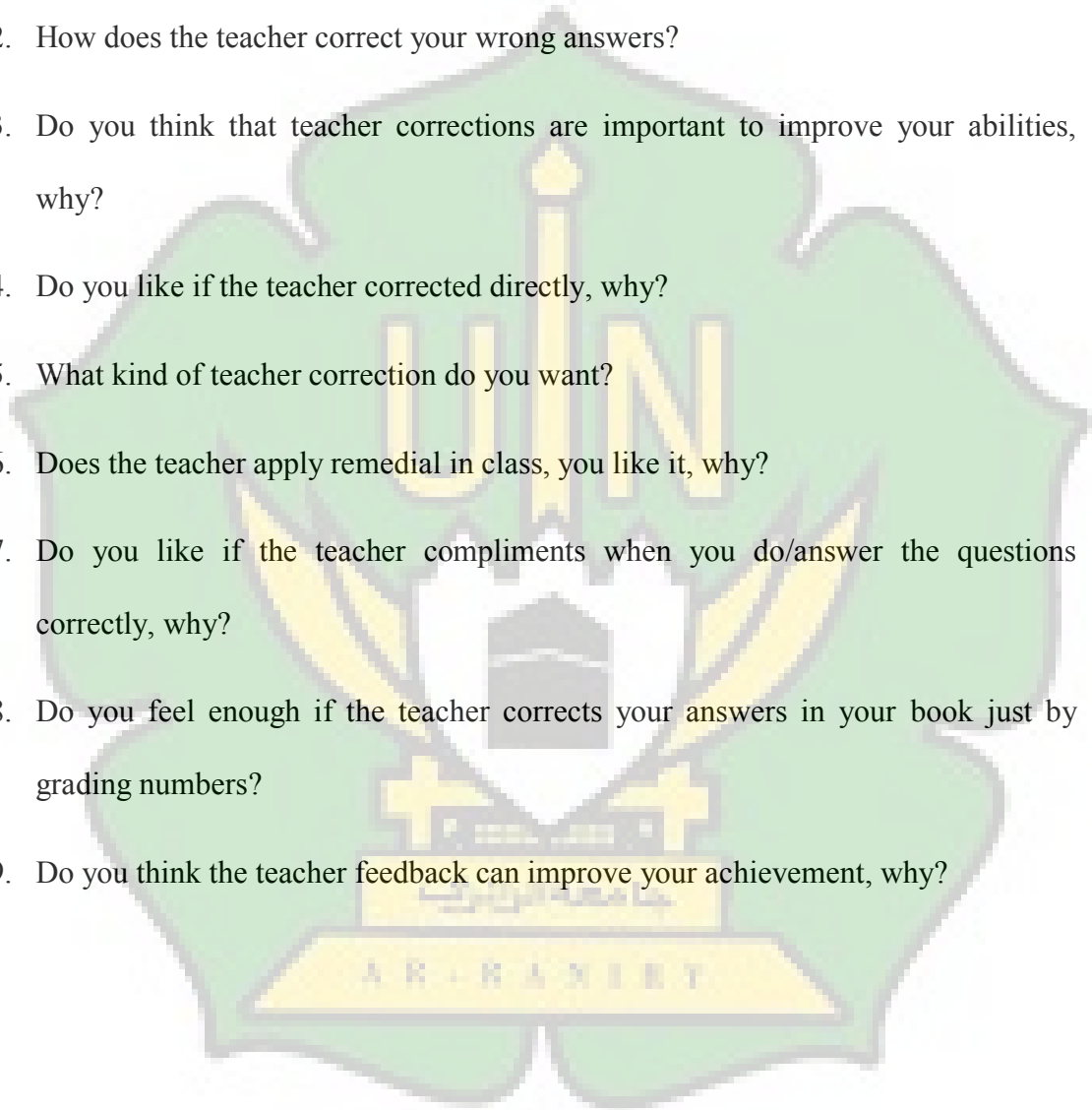
Pembina Tk.I

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Appendix E

List of interview questions for the students

1. Did your teacher correct the wrong answers?
2. How does the teacher correct your wrong answers?
3. Do you think that teacher corrections are important to improve your abilities, why?
4. Do you like if the teacher corrected directly, why?
5. What kind of teacher correction do you want?
6. Does the teacher apply remedial in class, you like it, why?
7. Do you like if the teacher compliments when you do/answer the questions correctly, why?
8. Do you feel enough if the teacher corrects your answers in your book just by grading numbers?
9. Do you think the teacher feedback can improve your achievement, why?



Appendix F

List of interview questions for the teacher

1. Is there a separate strategy that you use to correct students' answers?
2. What do you do if your students keep failing to answer the questions that you have given remedially?
3. What do you do if your students are shy/lack confidence when answering your questions in class?
4. What do you do if your students do not care about the feedback that you provide, Are there other ways besides providing direct motivation?
5. What type of comments do you usually give to student answers?
6. What do you do for students who are not interested in learning English to be interested?
7. What is your response to students who misspeak when speaking in front of the class?
8. How do you give the comment for students incorrectly answering?
9. In your opinion, when is the right time to correct a student's mistake, especially when speaking in front of the class?
10. What are the differences if the students get feedback from the teacher?
11. Do you think teacher feedback can improve students' achievement, why?

Appendix G

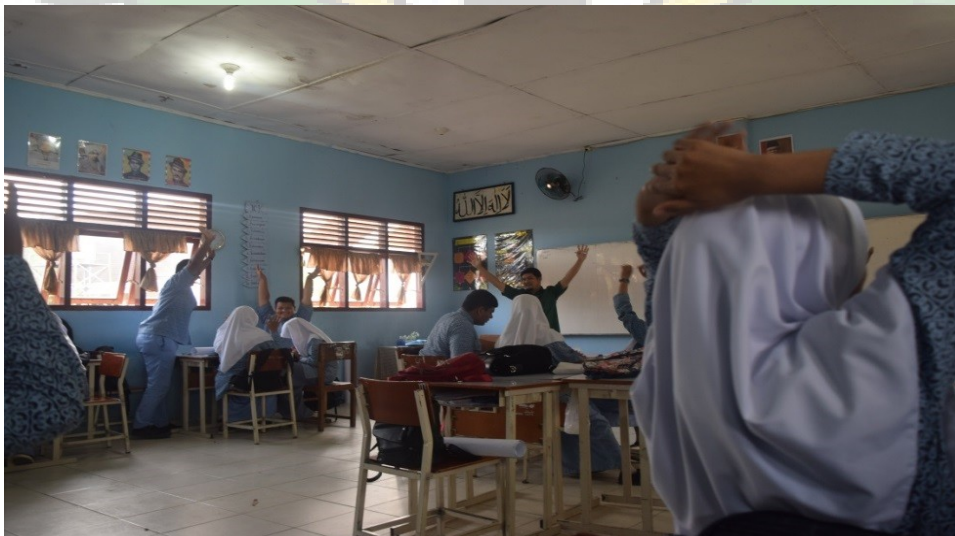
Pictures on Sites

Picture 1. The teacher explained about the material



Sources: Private document (2020)

Picture 2. The students raise their hand to showed their understood about the material



Sources: Private document (2020)

Picture 3. The teacher gave feedback to the students



Sources: Private document (2020)

Picture 4. The researcher with the teacher and second grade of MIA 1 students of SMAN 5 Banda Aceh



Sources: Private document (2020)

Appendix H

Teacher Feedback Based on Observation Sheet

Setting	Kelas XI MIA 1
Observer	Husnaini
Peran	Mengamati subjek penelitian (siswa kelas XI MIA 1 Senior High School 5 Banda Aceh)
Tanggal	19 February
Durasi	70 menit
08:26 - 08:33	Guru masuk membuka kelas dan membaca doa bersama dan kemudian menyapa siswa menggunakan bahasa Inggris
08:33 - 08:42	<p>Guru memulai praktis untuk berbicara bahasa Inggris yang rutin dilakukan setiap pertemuan. Dimana guru akan bertanya tentang apapun dan siswa akan menjawab walaupun tidak sesuai fakta yang terpenting siswa menjawab dengan bahasa Inggris. Semua siswa tampak begitu mempersiapkan kata-kata. Guru tidak begitu fokus terhadap grammar dari jawaban siswa. Jika grammar mereka salah guru langsung memperbaiki.</p> <p>T : “how about your sister holiday” S : “she happy” T : “she is happy” S : “ yes Sir, she is happy”</p> <p>Mereka tidak takut sama sekali, mereka tampak bersemangat karena guru bertanya sambil bercanda.</p> <p>T : “did you have breakfast?” S : “ no Sir, my mother not cook me” (All of students laughter) T : “ It’s mean your mother didn’t want to cook for you” S : “ yes, Sir”</p>
08:42 - 08:44	Guru memperkenalkan observer dengan bahasa Inggris, siswa menunjukkan respon dengan melihat ke arah observer. Ini berarti mereka mengerti dan memberikan feedback yang baik kepada teacher.

08:44 - 08:48	Guru menanyakan materi pelajaran yang terdahulu kepada siswa yang dipilih secara acak. Pada saat ini kerja sama peer feedback mereka sangat baik. Mereka saling belajar dan berdiskusi bersama.
08:48 - 08:50	Guru menjelaskan tentang materi yang akan dipelajari yaitu personal letter, informal and formal letter beserta membagi tugas kepada tiap kelompok.
08:50 - 09:00	Masing masing kelompok membuat contoh letter berdasarkan topik yang diberikan guru. Setiap kelompok mempunyai materi yang berbeda.
09:00 - 09:03	Pada saat siswa mengerjakan tugas, guru mengontrol siswa dengan mengunjungi tiap kelompok. Jika ada pertanyaan guru akan memberitahu secara langsung.
09:00 - 09:07	Setelah selesai masing-masing group pindah ke group yang lain. Dengan tujuan bisa meminimalisir waktu yang diperlukan untuk membahas materi. Mereka harus mendapatkan informasi baru tentang materi yang berbeda dari kelompok yang lain, kemudian kembali lagi ke kelompok semula dan menjelaskan kembali apa yang mereka dapat dari kelompok lain.
09:07 - 09:07	Guru meminta siswa mengumpulkan hasil diskusi mereka dengan menghitung mundur dari 10-1. Pada hitungan ke 1 siswa diminta angkat tangan. Bagi yang tercepat akan mendapatkan hadiah. Tiap kelompok sangat antusias, suasana menjadi ramai karena tiap kelompok berlomba agar bisa menjadi kelompok yang tercepat.
09:07 - 09:10	Setelah semua lembar jawaban siswa terkumpul. Guru langsung menjelaskan jawaban yang benar. Dengan tujuan tidak ada kekeliruan dari informasi yang didapatkan siswa dari kelompok mereka. Sehingga semua siswa mengerti apa yang dipelajari. Kelompok yang merasa bahwa mereka salah menjawab tampak murung, sedangkan yang menganggap jawaban mereka sangat senang sambil tertawa ria dengan teman kelompok mereka.
09:10 – 09:02	Di penghujung kelas, guru menanyakan apakah ada yang kurang dimengerti. Siswa menjawab tidak. Kemudian guru menutup kelas dengan sama-sama membaca hamdalah.

Appendix I

Transkrip of Students Interview

INTERVIEW

To Identify Type of Feedback That Preferred By The Students to Improve Their Achievement

A. Students Profile

Name :

Phone Number :

Class :

B. List of Interview Questions For the Students

Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 1	pernah
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 1	Biasanya cara guru mengoreksi jawaban kami yang salah guru memberitahu jawaban yang benar kemudian dijelaskan bagaimana jawaban yang benar. Jadi dari kesalahan itu kami bisa ngerti.
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 1	penting, karena koreksi dari mr itu merupakan tambahan ilmu
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?

Partisipan 1	suka karena mudah dipahami
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 1	koreksi secara langsung
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 1	pakai, suka karena dengan adanya remedial kami bisa memperbaiki jawaban kami sekaligus memperbaiki nilai.
Penulis	Apakah kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 1	sangat suka, karena jika jawaban benar nama saya akan disebut dan teman yang lain disuruh mengikuti saya. Guru juga Memberitahu agar saya bisa mempertahankan kemampuan sehingga bisa menjadi lebih baik lagi.
Penulis	Apakah kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 1	Walaupun sudah dikoreksi dalam buku latihan sebaiknya diberikan penjelasan agar murid lebih paham.
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 1	koreksi secara langsung karena lebih mudah dipahami
Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 2	sering
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?

Partisipan 2	setahu saya cara mister mengoreksi jawaban kami yang salah dengan cara mister memberi tahu apa yang benar, emmm misal kami dikasih tugas dan tugas itu salah mister bakal ngejelasin lagi itu minggu depan kalo sebenarnya itu salah terus mister kasih yang cara benar nya agar kami bisa buat yang benar walaupun mister gak suruh buat lagi tapi mister kasih tau yang kami buat itu salah dan yang benarnya seperti ini. biasanya mengoreksi di depan teman-teman tapi caranya tidak terlalu tegas biasa saja kadang-kadang juga kalo teman salah kami udah duluan menegor jadi teman juga udah duluan sadar kesalahannya ee jadi dia bisa perbaiki langsung di depan kadang-kadang mister juga udah hal biasa kami salah dalam hal speaking
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 2	penting, karena bisa memperbaiki kesalahan kami
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 2	suka karena mudah dipahami. Sebenarnya lebih suka dikoreksi secara pribadi tapi yang namanya koreksi secara pribadi kan mungkin butuh waktu lama dan agak ribet untuk mister untuk guru gitu jadi gak apa-apa dikoreksi didepan teman tapi emm masih batas wajar dan gak bikin jatuh gitu
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 2	dikoreksi secara pribadi, diberi contoh agar siswa tidak bingung bagaimana mengerjakan latihan. Ee lebih tepatnya mister mengoreksi itu tidak satu orang satu tidak secara pribadi mister mengoreksi secara umum, e jadi mister cuman komen apa yang banyak salah dari kami cuman itu yang mister perbaiki tidak secara pribadi
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 2	suka, karena dengan remedial nilai saya semakin baik
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 2	suka, karena meningkatkan kepercayaan diri untuk melakukan tugas berikutnya
Penulis	Apakah kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?

Partisipan 2	tidak, sebaiknya guru menjelaskan dan mengoreksi di depan kelas kepada semua siswa agar bisa menjadi contoh untuk teman teman yang lain
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 2	Sebenarnya tidak masalah kalo misalnya mister maunya seperti itu tapi kalo misalnya seperti itu caranya menurut saya takutnya kami gak tau apa kesalahan kami dan takutnya nilai kami duluan jelek tanpa tau apa kesalahan dari kami dan langsung ditulis nilai kami gak tau kenapa nilai kami bisa jelek kami gak tau karena kami gak paham salah kami tapi kalo misalnya dikoreksi dikasih tau yang benar mungkin lebih paham dan lebih tau mungkin kawan-kawan yang lain ada yang tidak suka dikoreksi memang ada beberapa yang tidak nyaman jika dikoreksi sama guru karena mungkin caranya yang agak tegas tapi menurut saya kalau guru yang mengoreksinya bawaanya santai ya gak apa-apa
Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 3	Pernah
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 3	Kalo soal latihan yang ditulis di buku ya dikoreksi dibuku jawabannya dikembalikan dan dilingkari yang salah nya yang mana, tapi kalau latihan nya speaking langsung jika kami salah akan diberitahu setelah selesai ngomong.
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 3	tidak, karena jika dikoreksi di depan teman teman saya merasa tidak nyaman.
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 3	tidak, karena jika dikoreksi di depan teman teman saya merasa tidak nyaman.
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?

Partisipan 3	saya lebih suka dikoreksi secara tulisan karena secara tulisan lebih pribadi orang lain ga tau kalo kita salah tapi kalo secara lisan bisa kedengaran sama orang.
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 3	sering, suka karena dengan adanya remedial siswa akan lebih mengerti
Penulis	Apakah kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 3	suka, karena bisa lebih semangat untuk belajar
Penulis	Apakah kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 3	cukup, jika guru melingkari jawaban kami yang benar dan yang salah sehingga kami bisa mengetahui dan memperbaikinya
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 3	koreksi secara langsung tetapi antara siswa yang salah dengan guru saja. Karena jika dikoreksi di depan teman teman yang lain saya merasa malu

Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 4	sering
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 4	Menjelaskan ulang dan mengoreksi jawaban yang salah dengan jawaban yang benar
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 4	kemampuan lebih meningkat
Penulis	Apakah kamu suka dikoreksi secara langsung, kenapa?

Partisipan 4	suka karena kalau tulisan susah untuk dipahami
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 4	Kalau misalnya guru jelaskannya secara gitu di depan kelas nanti gak cuman saya yang paham jadi orang-orang lain kayak saya mereka tau walaupun saya yang ngasih pertanyaannya tapi gak cuman saya yang tau.
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 4	Biasanya si solusi dari guru di kasih tau dulu materinya mau di teskan setelah itu kalau memang gak bisa dijawab guru akan mengulang materi itu sampai kita benar-benar mengerti dan paham dan nanti kalo sudah benar-benar paham baru di kasih tes cobaan pura-pura dahtu kalo memang jawabannya banyak yang betul baru di tes yang awal di ulang kembali.
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 4	Saya belum pernah si di gituin sama guru kak tapi dipuji semua orang suka lah kak mana orang yang gak mau di puji
Penulis	Apakah kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 4	cukup
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 4	Selama saya belajar sama guru si kemampuan saya lebih meningkat si dulu saya kelas satu dan kalo menurut saya antara antara kelas satu dan kelas dua guru lebih bagus si cara ngajarnya dan bisa lebih paham kalau cuman mister koleksi saja itu si sudah cukup bagi saya kalau misalkan guru mengoreksi di kasih nilai angka tapi gak jelasin secara ulang itu bagi saya gak akan cukup karena gak bakalan paham apa yang dimaksud oleh guru tu
Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 5	pernah

Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 5	Menurut saya cara guru memperbaiki jawaban kami yang salah itu, kan jawaban kami salah. Guru memeriksa jawaban kami dan guru harus membahas kembali jawaban kami yang salah itu. Biar kami tau jawaban yang benar. Biar kedepannya kalau ada pertanyaan yang serupa kami bisa tahu jawabannya.
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 5	saya kurang suka dikasi koreksi
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 5	tidak. Karena jika dikoreksi secara langsung lebih banyak basa basi tidak to the point
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 5	koreksi yang to the point
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 5	saya suka mr menerapkan remedial karena berpengaruh dengan nilai, saya juga ingin tau kelemahan saya dengan adanya remedial saya mengetahui kemampuan saya yang kurang dimana sehingga saya bisa mengurangi kelemahan saya
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 5	suka, karena ujian dari guru merupakan salah satu motivasi belajar untuk saya. Sehingga saya lebih semangat untuk belajar karena ada dukungan dari guru.
Penulis	Apa kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 5	saya merasa tidak cukup, sebaiknya ada pembahasan ulang agar kami mengetahui kesalahan kami
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?

Partisipan 5	sebaiknya diberitahu kesalahan kami dan memperbaiki kesalahan kami seperti memberi clue selanjutnya kami pelajari sendiri
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Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 6	sering
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 6	guru biasanya mengatakan langsung dan menyuruh kami untuk segera memperbaiki kesalahan kami
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 6	ya karena siswa bisa langsung memperbaiki kesalahan
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 6	ya karena lebih mudah dipahami
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 6	koreksi secara langsung karena lebih mudah dipahami
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 6	ya, karena kami bisa memperbaiki jawaban kami yang salah
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 6	sangat suka, karena membuat saya semakin termotivasi untuk belajar
Penulis	Apa kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 6	tidak, kalau jika hanya dengan tulisan kami kurang mengerti
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?

Partisipan 6	sebaiknya dikoreksi secara langsung agar kami bisa memperbaiki jawaban kami langsung dan kami juga lebih termotivasi
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Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 7	pernah
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 7	biasa mr memeriksa jawaban kami di kantor. Tetapi jika dikelas mr mengulangi lagi materi sampai kami mengerti
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 7	penting, karena saya bisa tau kesalahan saya sehingga saya bisa memperbaiki kesalahan saya dan juga bisa menambah ilmu saya
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 7	suka karena bisa cepat tau kesalahan saya dimana
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 7	tidak suka
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 7	tidak suka
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 7	tidak pernah dipuji
Penulis	Apa kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 7	cukup karena kesalahan sepertinya tidak usah diberitahu
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?

Partisipan 7	koreksi secara langsung karena bisa memotivasi
Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 8	pernah
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 8	jika salahnya sedikit kami diberi sedikit arahan tetapi jika kesalahan kami banyak mr mengulang kembali materi sampai kami bisa memahaminya
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 8	penting, kami bisa lebih memahami pelajaran
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 8	ya karena bisa langsung diperbaiki
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 8	koreksi secara langsung karena saya langsung tau kesalahan saya dimana saya juga bisa langsung memperbaiki secepatnya
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 8	pernah, saya suka karena saya bisa memperbaiki kesalahan saya
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 8	saya tidak terlalu suka, kecuali memang benar patut untuk dipuji jadi sah sah saja
Penulis	Apa kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 8	sangat puas
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 8	diberitahu langsung dimana letak kesalahan saya

Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 9	sering
Penulis	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?
Partisipan 9	menjelaskan kembali di kelas, walaupun hanya satu orang yang dikoreksi tapi diberitahu langsung di depan kelas dan dijelaskan kembali untuk semua
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 9	penting, kami bisa tau jawaban yang benar
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 9	langsung lebih paham
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 9	tidak terlalu suka dikoreksi, jika memang jawab kami banyak salah sebaiknya guru koreksi di kelas agar kami tau jawaban yang benar
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 9	belum pernah
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 9	suka karena saya jarang benar, saya tidak terlalu peduli dengan pelajaran
Penulis	Apa kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 9	tidak jika nilai saya dibawah kkm tetapi jika nilai saya di atas kkm saya merasa cukup
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 9	koreksi didepan kelas

Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 10	Biasanya jika ada yang salah guru bilang kalau ini salah. Terus dijelasin lagi yang betul nya gimana
Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 10	Koreksi secara langsung didepan kelas
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 10	iya, karena lebih tahu kesalahan saya dimana
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 10	langsung dikoreksi jika kami ada kesalahan
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 10	ada, tapi saya belum pernah
Penulis	Apakah kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 10	suka, karena senang kalo aja kalo dipuji
Penulis	Apakah kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?
Partisipan 10	tidak nanti tidak tahu jawaban yang benarnya bagaimana susah juga kita ga tau kesalahan kita dimana
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 10	langsung dikoreksi jika kami ada kesalahan

Penulis	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?
Partisipan 11	pernah

Penulis	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?
Partisipan 11	Mister kalo misalnya mau koreksi soal itu biasanya ngasih contoh dulu tapi kalo misalnya emang ada yang masih belum paham mister biasanya e menjabarkan lagi dengan lebih detail. Biasanya mister lebih e sering koreksinya pake lisan e tapi sering juga tulisan, e dikasih koreksi pas e gak mesti buat salah misalnya ada yang e setiap dikasih penjelasan tu , ee mister Tanya dulu udah paham apa belum terus kalo misalnya ada yang gak paham mister e jabarin lagi sama yang belum paham tu sekalian sama semuanya
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 11	iya, Ee lebih suka di koreksi langsung karena lebih paham
Penulis	Apa kamu suka dikoreksi secara langsung, kenapa?
Partisipan 11	langsung karena lebih paham
Penulis	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?
Partisipan 11	detail memberikan koreksi
Penulis	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?
Partisipan 11	Mister e gak pernah buat remedial walaupun ujian mister bagi kelompok terus buat tugas rame-rame dalam satu kelompok gitu
Penulis	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?
Partisipan 11	suka, karena kalau sudah dipuji berarti saya sudah paham
Penulis	Apa kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah di buku latihan?

Partisipan 11	Kalo di koreksi jawaban sama dikasih angka kurang e kurang cukup karena belum paham e kecuali kalo udah dijelasin terus dikasih nilai emm baru cukup hehhehe. Kurang suka karena kan belum paham e kalo cuman dikasih tulisan mesti mikir sendiri walaupun udah dikasih nilai kan belum paham pelajaran nya
Penulis	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?
Partisipan 11	mengoreksi jangan hanya waktu ada salah tetapi juga waktu menjelaskan di kelas sebelum keluar kelas guru bertanya dulu kepada siswa apakah sudah paham atau belum jika belum dijabarkan lagi



Appendix J

Table of Observation Sheet

OBSERVATION

To Identify Type of Teacher Feedback Applied in the Classroom and Preferred By Students that Can Improve Their Achievement

A. School Profile

Name : Senior High School 5 Banda Aceh

Adrees : Jl. Syeikh Abdur Rauf, Kopelma Darussalam, Banda Aceh, Aceh.

B. Table of the Observation Sheet

No	Type of feedback	Oral (O)/Written (W)	Y/N
1	Recast	O	Y
2	Metalinguistic Feedback	O	N
3	Information function	O/W	Y
4	Communication function	O/W	Y
5	Motivation function	O	Y
6	Feedback during oral work	O	Y
7	Feedback during accuracy work (showing incorrectness)	O	Y
8	Feedback during accuracy work (getting it right)	O	Y
9	Feedback during fluency work (gentle correction)	O	N

10	Feedback during fluency work (recording mistakes)	O	Y
11	Feedback during fluency work (after the even)	O	Y
12	Feedback on written work (written feedback techniques : responding)	W	N
13	Feedback on written work (written feedback techniques : coding)	W	N
14	Comments student performance in side class	W&O	N
15	Elicitation	O	N
16	Repetition	O	Y
17	Paralinguistic signal	O	Y
18	Clarification requests	O	Y
19	Positive feedback	O&W	Y
20	Negative feedback	O&W	N
21	Direct	W	N
22	Indirect	W	Y
23	Focused	W	N
24	Unfocused	W	N
25	Written comment	W	Y
26	Comment student performance out side class	O&W	N
27	Mark and grades	W	Y
28	Reports	O	N
29	Positive feedback	O&W	Y
30	Negative feedback	O&W	N
31	Implisit feedback	O&W	Y
32	Eksplisit feedback	O&W	N

Appendix K

Table of Interview Questions for the Students

INTERVIEW

**To Identify Type of Feedback That Preferred By The Students to Improve
Their Achievement**

A. Students Profile

Name : Rahmat Irwanda

Phone Number : 082361195544

Gander : Male

B. List of Interview Questions For the Students

No	Questions	Descriptions	Students Answer
1	Pernahkah guru memberitahu/memperbaiki jawaban kalian yang salah?	Introduction to the interview	Sering
2	Bagaimana cara guru memberi informasi jika jawaban kalian yang salah?	Find out how their teacher uses feedback	Biasanya guru menkoreksi jawaban kami dengan memberitahu jawaban yang benar kemudian dijelaskan sampai kami mengerti.
3	Menurutmu apakah koreksi guru itu penting untuk meningkatkan kemampuanmu, Kenapa?	Knowing feedback increases ability or not	Penting, karna koreksi dari guru merupakan tambahan ilmu.

4	Apa kamu suka dikoreksi secara langsung, kenapa?	Knowing students prefer to be corrected directly or not	Suka, karna mudah dipahami
5	Koreksi/penilaian guru yang seperti apa yang kalian inginkan?	To know the type of feedback that students like	Koreksi secara langsung
6	Apakah guru menerapkan remedial dalam kelas, kalian suka itu, kenapa?	To know students' perception about remedial feedback	Ya guru menerapkan remedial dikelas dan saya suka itu karna kami bisa memperbaiki jawaban kami sekaligus nilai kami
7	Apa kalian suka jika guru memuji kalian saat kalian melakukan/menjawab pertanyaan dengan benar, kenapa?	To know perception about written feedback	Sangat suka, karna bisa memotivasi untuk lebih giat belajar
8	Apa kalian merasa cukup jika guru hanya mengoreksi jawaban kalian yang salah dibuku latihan?	Knowing students' opinions about Written feedback	Walaupun sudah dikoreksi dalam buku sebaiknya diberi penjelasan lagi
9	Menurutmu Koreksi guru yang seperti apa yang paling berpengaruh terhadap peningkatan kemampuanmu?	To know students' perception about teacher feedback	Koreksi secara langsung karna mudah dipahami

Appendix L

Table of Interview Questions for the Teacher

INTERVIEW

To Identify Type of Feedback Applied in The Classroom That Can Improve Students Achievement

A. Teacher Profil

Name : Ery Zul Akbar, S.Pd

Phone Number : 081360102744

B. List of Interview Questions For the Teacher

No	Questions	Description	Teacher Answer
1	Is there a separate strategy that you use to correct students' answers?	Introduction of the interview	Biasanya saya periksa terlebih dahulu jawaban siswa lalu saya kembalikan kepada siswa. Jika banyak yang salah, saya akan jelaskan kembali di dalam kelas sampai mereka paham.
2	What do you do if your students keep failing to answer the questions that you have given remedially?	To know the teacher give motivation feedback or not	Tergantung materi, jika short story (dialog) on going. Terhantung metode juga, kita harus mengenal siswa. Saya jarang stop siswa apalagi sedang speaking. Karena saya tidak terlalu fokus pada grammar mereka. Kecuali, sedang belajar grammar baru saya perbaiki on going.
3	What do you do if your students are shy/lack confidence when	To know the teacher use direct or indirect feedback	Memberikan waktu untuk mereka, memberikan motivasi, dan membantu jika mereka kesulitan

	answering your questions in class?		kosa-kata.
4	What do you do if your students do not care about the feedback that you provide, Are there other ways besides providing direct motivation?	To know the teacher use feedback or not	Biasanya saya buat kelompok, setiap kelompok merupakan gabungan siswa yang saya acak sendiri. Jadi, mereka bisa bekerja sama dengan kelompoknya
5	What type of comments do you usually give to student answers?	To know what type of written feedback that teacher applied	Saya jarang menulis komentar dibuku siswa. Saya hanya memeriksa dan memberi nilai kemudian saya jelaskan kembali dikelas jika mereka banyak yang masih belum paham.
6	What do you do for students who are not interested in learning English to be interested?	To know the teacher conducted the reward/punishment system for students or not	Saya selalu terapkan sistem reward atau double scoring untuk siapa yang cepat menyelesaikan tugas yang saya berikan
7	What is your response to students who misspeak when speaking in front of the class?	To know the teacher use repeating feedback or not	Membantu mereka jika kesulitan dalam kosa kata. Tetapi sebelum saya memberikan kosa kata saya memberikan waktu dulu untuk mereka mengingat dan memikirkan kosa kata tersebut.
8	How do you give the comment for students incorrectly answering?	To know how the teacher give written comment	Sesuai prosedur

9	In your opinion, when is the right time to correct the student's mistake, especially when speaking in front of the class?	To know when the teacher give feedback to the students	In going, sambil belajar agar siswa langsung tau kesalahan mereka. Kecuali saat ulangan
10	What are the differences if the students get feedback from the teacher?	To know the teacher perception about giving feedback	Yas, tentu saja terjadi peningkatan terutama dalam speaking mereka. Karna setiap hari sebelum proses pembelajaran siswa diajak untuk berdialog strenght tapi friendly.
11	Do you think teacher feedback can improve students achievement, why?	To know the teacher feedback are affective using in the class based on the teacher perception	Bisa, tergantung respon mereka terhadap feedback yang diberikan.

