

**THE TEACHERS' TECHNIQUE IN PROVIDING CORRECTIVE  
FEEDBACK ON STUDENTS' PRONUNCIATION ERRORS**

**THESIS**

Submitted by

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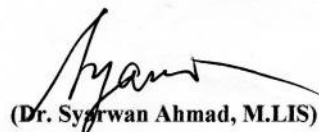
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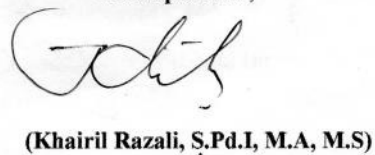
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The Writer

## CONTENTS

<b>ACKNOWLEDGMENT.....</b>	<b>i</b>
<b>CONTENTS .....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>v</b>
<b>LIST OF APPENDICES.....</b>	<b>vi</b>
<b>DECLARATION LETTER.....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of Study .....	1
B. Research Questions .....	3
C. Aims of Study.....	3
D. Significance of Study .....	4
E. Operational Definition .....	4
<b>CHAPTER II : LITERATURE REVIEW</b>	
A. An Overview on Corrective Feedback .....	7
B. Technique .....	12
C. Pronunciation .....	13
D. Error .....	16
<b>CHAPTER III : RESEARCH METHODOLOGY</b>	
A. Research Design .....	20
B. The Location of Data Collection .....	21
C. Subjects of The Study .....	21
D. The Technique of Data Collection .....	22
E. Data Collection Procedures .....	22
F. Data Analysis Procedure .....	23

<b>CHAPTER IV : RESEARCH FINDINGS AND DISCUSSION</b>	
A. Data Analysis of Observation.....	24
B. Discussion .....	24
<b>CHAPTER V : CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	36
B. Limitation of Study .....	36
C. Suggestion .....	37
<b>REFERENCES .....</b>	<b>38</b>
<b>APPENDICES .....</b>	<b>41</b>

## **LIST OF TABLES**

Table 4.1 : The quantity of Mrs. X's corrective feedback use  
in the classrooms.

Table 4.2 : The quantity of Miss Y's corrective feedback use  
in the classroom.

## **LIST OF APPENDICES**

- Appendix 1. Appointment letter of supervisors
- Appendix 2. The recommendation letter of conducting research from tarbiyah faculty of UIN Ar Raniry
- Appendix 3. The confirmation letter of conducting research from Departemen Agama Banda Aceh.
- Appendix 4. The confirmation letter of conducting research from MAS Darul Ulum.
- Appendix 5. Classroom Observation Sheet
- Appendix 6. Mrs. X's explicit feedback use in the classrooms
- Appendix 7. Mrs. X's metalinguistic feedback use in the classrooms
- Appendix 8. Mrs. X's recast feedback use in the classrooms
- Appendix 9. Miss Y's explicit feedback use in the classroom
- Appendix 10. Miss Y's elicitation feedback use in the classroom
- Appendix 11. Miss Y's clarification request feedback use in the classroom
- Appendix 12. The writer's field notes on Mrs. X
- Appendix 13. The writer's field notes on Miss Y

## SURAT PERNYATAAN

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul : The Teachers' Technique in Providing Corrective Feedback on Students' Pronunciation Errors (A Qualitative-Descriptive research at MAS Darul Ulum) adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 Juli 2017

Saya yang Membuat Pernyataan

  
(Nurul Husna)

## **ABSTRACT**

This thesis is under the title “The Teachers’ Technique in Providing Corrective Feedback on Students’ Pronunciation Error”. This research aimed to analyse the teachers’ implementation of corrective feedback and to identify the types of corrective feedback provided by teachers on students’ pronunciation errors in the classroom. The writer conducted the research at MAS Darul Ulum Banda Aceh. The participants of the research were 1<sup>st</sup> and 2<sup>nd</sup> year teachers. The data was collected by doing observations in X and XII classes. The writer found that each of both teachers only used 3 kinds of corrective feedback. The first teacher used recast and metalinguistic while the second teacher used elicitation and clarification request. However, both teachers shared the type of explicit feedback. There are 6 types of corrective feedback proposed by Lyster and Ranta (1997): recast, metalinguistic, clarification request, elicitation, explicit and repetition. The use of each types was different in percentage.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Morley (as cited in Gilakjani, 2012) states that one of the primary goals of teaching pronunciation in any course is to have an intelligible pronunciation not perfect pronunciation. Intelligible pronunciation is an essential component of communicative competence. Having the ability to pronounce words properly will not just make our speaking intelligible but also can construct good relationship too with our interlocutors. This means that people can build a connection with other people if they speak with an intelligible pronunciation because they can understand each other's speech.

Gilakjani (2016) mentions that a good pronunciation can lead someone to arrive at a like-native accent, English in particular. A good pronunciation may result in speaker's confidence when communicating. English learners who do not have a good pronunciation may be hesitant to speak because they are afraid of mispronunciation words when speaking. Conversely, learners who have good pronunciation will have higher confidence to communicate in English since they can convey and pronounce their utterances correctly and understandably to other people.

Therefore, Morley as cited in Gilakjani (2012) contend that it is vital for students learning English for international communication to learn to speak as

intelligibly and comprehensibly as possible –not necessarily like natives, but well enough to be understood.

Given that sounds have a central role in communication, English teachers must point out that teaching pronunciation in their classes is important (Gilakjani, 2016). However, most students still have difficulties in pronunciation when they are asked to pronounce English vowels. The difficulties are caused by the interference of the mother tongue of the students or the insufficient guidance from the teachers such as not giving any correction on the students' errors. Morley (1991) mentions that teachers' role is not merely as a pronunciation checker, but also as the one noticing the students' pronunciation mistakes, which must not be concerned as a failure but as a part of the students' process of pronunciation learning. Teachers must supply information, give model from time to time, offer suggestions and constructive feedback on students' performance, otherwise, mistakes can potentially become fossilized.

However, Truscott (1996) states that the way of providing correction to the students to foster their improvement, without diminishing their motivation, is being the concern in teaching English. Having errors corrected sometimes can irritate students, and such corrections may reduce their keenness on communicating with other students or teachers. On the other hand, if the teachers do not give any corrections on students' errors, their accuracy would not improve. Therefore, students may continue making the same mistakes that teachers have never tried to correct.

In general, technique of corrective feedback is divided into two, explicit and implicit. In implicit error correction, teachers do not tell students directly that they made mistakes, while in explicit correction, the teachers clearly indicate the students errors and provide the correction. Implicit feedback regularly takes the shape of recast where “the teacher first repeated a learner utterance with an error, highlighting the error through emphasis, and then, if this did not result in a learner self-correction, the teacher recasts the utterance using the correct form” (Ellis, 2008).

## **B. Research Questions**

In exploring the problems, the researcher formulates the problems as follows :

1. How do the the teachers implement the Corrective Feedback on students’ pronunciation errors in the classroom?
2. What are the types of Corrective Feedback provided by teachers on students’ pronunciation errors in the classroom?

## **C. The Aims of Study**

The aims of this research are:

1. To analyse the teachers’ implementation of corrective feedback on students’ pronunciation errors in the classroom.
2. To identify the types of corrective feedback provided by teachers on students’ pronunciation errors in the classroom.

#### **D. Significance of Study**

The result of this research is expected to be beneficial for both teachers and academics.

##### **1. Teachers**

The results of the research help teachers to understand types of feedback and to learn more techniques in giving corrective feedback on the students' errors in learning pronunciation.

##### **2. Academics**

The writer highly expects that the result of this research can contribute to the process of teaching English. By learning the result, academic are expected to understand the importance of giving corrective feedback to improve students's ability in pronunciation.

#### **E. Operational Definition**

##### **1. Technique**

*Technique* is a set of activities or procedures that are applied in the classroom for completing a specific task. Technique must agree with a method and an approach. As stated in Anthony's notion (1963), technique was the activities manifested in the classroom and it has to be specific and consistently in rhyme with a method and an approach.

## 2. Corrective Feedback

*Feedback* is the reactions towards students' performance to improve their action while *corrective feedback* (CF) denotes as an information that given by teachers to the learners to indicate the errors they make in the target language. Loewen (2012) mentions that corrective feedback is an information given to learners regarding a linguistic error they have made which occurs frequently in most classrooms activities.

## 3. Pronunciation

*Pronunciation* is the manner in which a word or a language is spoken or pronounced. It becomes an integrated and a part of a language learning which consists of elements that are much wider than sounds of consonants and vowels. It also includes the elements of rhythm and intonation, which supports the communicative process. Therefore, it is necessary to teach English pronunciation in the ESL or EFL classroom to gain communicative competence. (Morley, 1991).

## 4. Error

An *error* is an inaccuracy in the target language which results from insufficient knowledge of the correct rule. Error cannot be corrected by learners. This suggests that a student is not able to self-correct the error. Corder (1967) explains that error refers to learners' underlying knowledge of the target language. He considered that learners cannot correct their errors because they do not have an

adequate knowledge to distinguish their own utterance and that of the native speakers.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. An Overview on Corrective Feedback**

##### **1. Types of Feedback**

Feedback is the integral part of teaching that is used by teachers to respond or react to students' performance. Feedback, in Tunstall and Gipps (1996), is divided into two main kinds: *descriptive* and *evaluative*. Positive evaluative feedback includes rewards, general praise and so forth. Negative evaluative feedback includes punishments, general criticisms, and so on. On the descriptive side, however, all of the feedback has a positive intention. Even criticism, if it is descriptive and not judgmental, is intended to be constructive. They add that descriptive feedback is being composed of "achievement feedback" and "improvement feedback." Achievement feedback describes or affirms for a student what was done well and why. Improvement feedback describes for a student what more might be done and what strategies might lead to improvement of the work.

Another study by Ferreira, Moore and Mellish, state that feedback is divided into two types: *positive* and *negative* (corrective) feedbacks. Positive feedback is meant to tell students what they are doing right or what works. If students know it, they can do more of it. Negative or corrective feedback, on the other hand, is given to indicate what is not working and motivate students toward improvement.

Feedback is purposed to improve learners' performance, it provides constructive advice, and guidance to learners in their effort to raise their performance levels and to make students notice about the errors they have made. Feedback is generally given for informational and/or motivational purposes. Informational feedback corrects errors that the learner commits, but it should not be demotivating. Feedback can also be used as a device to reinforce learning. Effective feedback focuses on the learner's performance and stresses both strengths and suggestions for improvement.

## **2. Definition of Corrective Feedback**

According to Lightbown and Spada (1999), corrective feedback is used as an indication to the learner that his or her use of the target language is incorrect. This indication can be given in various ways. Thus, corrective feedback can be defined as an information to the students regarding their linguistics errors. It helps students to gain more information about what they can do to improve and develop.

## **3. Types of Corrective Feedback Technique**

Making correction by giving feedback is practiced by the teacher in order to reduce errors made by the students in pronunciation. If the teacher gives feedback more, it will help them to be more accurate in their own use of the language. When the teacher gives feedback, he or she should have different kinds of correction techniques or strategies.

Lyster and Ranta (as cited in Rezaei, 2011) state that there are various strategies that can be used to provide corrective feedback, namely recast, metalinguistic, clarification request, elicitation, explicit feedback and repetition. All of these techniques are placed in an explicit-implicit continuum. The description of each types will be elaborated below :

a. Recast

Recast is the teacher's reformulation of all or part of a students' utterance minus the error.

Student : She watches/z/ TV every day. (Phonological error)

Teacher : She watches/iz/ TV every day. (Recasts)

b. Metalinguistic

Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the students' utterance without explicitly providing the correct form.

S : The teacher teaches/z/ English. (Phonological error)

T : Is it "teaches/z/" or "teaches/iz/?". (Metalinguistic feedback)

c. Clarification Request

Spada and Frohlich (as cited in Lyster and Ranta, 1997) state that clarification indicates to students either that their utterance has been

misunderstood by the teacher or that the utterance is ill-formed in some way is that a repetition or a reformulation is required. A clarification request includes phrases such as “Pardon me?” or “Excuse me?”.

S : Ali goes/iz/ to school every morning. (Phonological error)

T : Pardon? (Clarification request)

#### d. Elicitation

Elicitation is a correction technique that prompts the learners to self-correct and may be accomplished in one of three following ways. First, teacher strategically pause to provide the students time to answer. Second, through the use of open question. The last one is request for reformulation of an ill-formed utterance. Therefore, elicitation falls in the middle of explicit and implicit continuum of corrective feedback. This kind of corrective feedback is not usually accompanied by other feedback types.

S : David learns/iz/ Arabic. (Phonological error)

T : David..... .(Elicitation)

S : David learns/z/ Arabic

#### e. Explicit feedback

Explicit feedback entails explicit provision of the correct form. As the teacher provide the correct form, he or she clearly indicates that what the student had said was incorrect.

S: He comes/s/ back home at 12.30. (Phonological error)

T: No, not comes/s/ - comes/z/. (Explicit feedback)

f. Repetition

Another strategy to provide corrective feedback is repetition. This refers to the teacher's repetition, in isolation, of the student's erroneous utterance with a change in intonation to highlight the error.

S : He sleeps/z/ at 9.30 every night. (Phonological error)

T : No, He sleeps/s/ at 9.30 every night. (Repetition)

*(Lyster and Ranta, 1997)*

#### **4. The Importance of Corrective Feedback**

To improve the accuracy of pronunciation, it is necessary to provide corrective feedback. DeKeyser (1993) believes that correction works in case of high ability and also low-anxiety learners. Swain's (1985) study also suggested that treatment of errors helps learners learn better, be the feedback explicit or implicit. In line with the statements, Ohta (2001) takes corrective feedback a step further by showing that if the correct form is provided, learners may have the chance to compare their own production with that of another. In this way, corrective feedback may stimulate hypothesis testing, giving the learner the opportunity to grapple with form-meaning, relationships. To sum up, corrective feedback plays a crucial role to motivate students to learn better as it does not only give the comments or compliments but also tell the students' error and provide the correct one.

## **B. Technique**

### **1. Definition of Technique**

Brown (2000) states that technique is any of a wide variety of exercises, activities or tasks used in the language classroom for realising lesson objectives. In other words, technique include all tasks and activities which are planned and deliberate. It depends on teacher and on the composition of the classroom which includes as a spesification of the context of use and as a description of what precisely is expected in term of execution and outcome for each exercise type.

### **2. The Difference between Approach, Method and Technique**

Over the years, teachers of language have adopted, adapted, invented, and developed a variety of terms which describe the activities in which they engage and the beliefs which they hold. The terms are *approach*, *method* and *technique*. Anthony (1963) defines the three elements as below:

An *approach* is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter that is taught. *Method*, however, is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. A *technique*, he says, is implementational - that which actually takes place in a classroom. It is a particular trick, strategem, or contrivance used to accomplish an immediate

objective. Technique must be consistent with a method, and therefore in harmony with an approach as well.

Based of the explanation above, it can be concluded that approach is the broadest of the three, making technique the most specific, and the method found in between approach and technique.

## **C. Pronunciation**

### **1. Definition of Pronunciation**

Pronunciation can be defined as the way how to pronounce a word. It has finally become an essential element of language instruction and has taken its long overdue place in teaching ESL or EFL, sometimes referred to as global/international English. Moreover, pronunciation is viewed as a sub-skill of speaking. Fraser (2000) explains that being able to speak English includes a number of sub-skills, of which pronunciation is “by far the most important” (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to be understood, despite accuracy in other sub-skills mentioned above. In communication, pronunciation is a completely significant aspect to attain.

According to Morley (1998) as cited in Gilakjani (2016), the function of pronunciation in general communicative skill is important. Having an acceptable and understandable pronunciation will result in good communication with other people. People can convey their messages and ideas better to others if they can pronounce the utterances correctly rather than people who speak unclearly even if they have perfect grammar.

Cook (1996) stated in Gilakjani (2016) believed that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and being corrected when it is mispronounced. Cook adds that learning to pronounce a second language means building up a new pronunciation habits and overcoming the bias of the first language.

## **2. Intelligible Pronunciation**

Being able to speak English includes a number of skills involving vocabulary, grammar, pragmatics, and so on. Despite having a good understanding of vocabulary and the grammatical rules of the English language, speakers would be unintelligible if they had poor pronunciation. Intelligible refers to comprehensible or understandable. Intelligible is used in the field of speech science to describe pronunciation accuracy. Abercrombie (1956) in Brown (1991) states that intelligible pronunciation is the pronunciation which can be understood with a little or no conscious effort of the listener.

Accuracy in pronunciation is the fundamental skill for people to understand speakers' spoken communication. However, listeners use context,

grammar, and vocabulary to help them understand the verbal information which speakers give. Murcia (1987) as cited in Morley (1991) states that, “a threshold level of pronunciation in English such that if a given non-native speaker’s pronunciation falls below this level, he or she will not be able to communicate orally no matter how good his or her control of English grammar and vocabulary might be.”

Morley (1991) mentions that the intelligibility of a sentence does not depend so much on the individual sounds of words but on all the other features that accompany these segmental sounds (stress, rhythm, intonation and juncture) from which the message of a sentence depends on. She adds that students should be familiarized with the sounds of the target language but teaching should not be only an issue of teaching pronunciation of isolated sounds or words separately, as for words rarely exist in isolation but immersed in a phonological flow of a sentence and their pronunciation will vary when immersed in this flow of speech.

Harmer (2001) expressed that the first thing that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation. Communicative efficiency can be guaranteed by correct pronunciation. Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he/she knows the English language perfectly.

Harmer (2001) also emphasized that through pronunciation instruction, students not only learn different sounds and sound features but also improve their speaking skill. Concentrating on sounds causes learners aware of where words should be stressed and they give them more information about spoken English and help them get the goal of comprehension and intelligibility.

#### **D. Error**

##### **1. Definition of Error**

As beginners, students make a lot of pronunciation errors that hindered understanding and threatened the flow of interactional activities with communication breakdowns. An error refers to a systematic deviation from accepted rules of language. According to Lennon (1991), an error is a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers “native speaker’s counterparts”. On one hand, error is considered to be a sign of inadequacy of teaching techniques, and on the other hand it is seen as a natural result since we cannot avoid making error, we should try to deal with it.

Moreover, error is seen as one common stage in the language learning, teachers should not judge learners’ errors negatively even presume that learners’ are incompetent. Thornbury (2005) adds that there is no way for people to learn a language without making mistakes. In the process of learning a new language, making errors are commonly occurred as a stage of learning. In other words, making errors is a normal thing happening in a language learning process. Additionally, errors establish the learners’ level of proficiency to the lesson.

Errors have been regarded as failures for a long time. Now it is accepted that errors are important because they are the indication of the learners' developing competence, which Selinker (1972) called 'interlanguage'. Interlanguage refers to the process the learner goes through from the initial stage when he knows very little about the language to a final stage when he possesses almost complete fluency. Error show a transitional stage of the learner's development towards L2 competence. They are a system that the learners construct at any stage during their progress. Students' errors are a very useful way of giving evidence of what they have learnt and have not learnt. So instead of regarding errors negatively, as a sign of failure, teachers can see them positively as an indication of what they still have to teach. If teachers try to prevent students from making errors, they can never find out what the learners do not know. Teachers need to correct some errors to help students learn the correct forms of the language. But, they do not have to correct students all the time.

## **2. The Difference between Error and Mistake**

Error and mistake mean something that is done incorrectly. They are synonymous but the difference between these two words is in the context in which they are used in. Corder (1981) states that the distinction is drawn between error on the one hand and mistake or lapse on the other. An error is a breach of the language code, resulting in an unacceptable utterance and might occurs because the learners have not yet internalised the formation rules of the code. Mistake or

lapse is the results of some failure performance which occurs when the language user makes a slip such as a false start or a confusion of structure.

Scovel (2001) adds that errors are systematic and may give valuable insight into language acquisition because they are goofs in the learner's underlying competence. When native speakers make mistakes, they can identify and correct them immediately because they have almost full knowledge of the linguistic structure of their mother tongue. Meanwhile, non-native speakers, L2 learners not only make mistakes, they also commit errors and as they have only an incomplete knowledge of the target language, they are not always able to correct the errors that they make

Based on the statements above, it can be conclude that an error is something wrong when not knowing any correct formation of language code due to a lack of knowledge, while mistake means something wrong that is done when knowing a better correction, it is due to performance failure such as memory lapses and slips of the tongue.

### **3. Types of Error**

There are several way in which the researcher classifies the error in language learning.

According to Politzer and Ramirez (as cited in Shaffer, 2005), the classification is based on the type of linguistic item. It would include phonology/pronunciation, syntax and morphology/grammar, semantic and lexicon/meaning and vocabulary.

A second way of categorising the error is distinguish between local and global errors. In pursuance of Burt and Kiparsky (1974) in Touchie (1986), local errors do not hinder communication and understanding meaning of utterance whereas global errors are more serious than local errors because global errors interfere with communication and disrupt the meaning of utterance. Local errors involve noun and verb inflections and the use of articles, prepositions and auxiliaries. Global errors deal with, for example, word order in the sentence.

Touchie, in her study entitled “Second Language Learning Errors, Their Types, Causes and Treatment”, adds two types of error : performance errors and competence errors. Performance errors are those made by learner when they are tired or hurried. This type of error, Corder (1967), is distinguished as mistake because it is not serious and can be overcome by little effort by learner. Competence errors, on the other hand, are more serious than performance errors since competence errors reflect inadequate learning of the learner.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

To answer the questions raised in the first chapter, the writer conducted this research at MAS Darul Ulum. The research process was described in the subsequent sections of this chapter, including discussion of the research location, the subject of the study, the type of the data, research design, steps of data collection and data analysis.

##### **A. Research Design**

In conducting the analysis, the researcher used descriptive method. According to Ethridge (2004), descriptive research can be explained as a statement of affairs where the researcher having no control over variable. Moreover, descriptive research might be characterised as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be. In its essence, descriptive studies were used to describe various aspects of the phenomenon. In its popular format, descriptive research was used to describe characteristics and behaviour of sample population. Descriptive studies were closely associated with observational studies, but they were not limited with observation data collection method, and case study, survey can also be considered as popular data collection methods used with descriptive studies.

However, in conducting this research, the writer used direct observation as the method of collecting data. Direct observation is a method of collecting evaluative information in which the evaluator watches the subject in his or her usual environment without altering that environment.

### **B. The Location of Data Collection**

The data collection activities were executed at Darul Ulum Modern Boarding School Banda Aceh.

### **C. The Subjects of Study**

There were three English teachers in this school. The first teacher taught the second and the third year students. The second teacher taught several classes of the first year, and the last teacher taught the rest of the classes of the first year. However, the last teacher did not teach many classes as she must deal with multiple responsibilities of her position as the school principal. The writer chose the first and the second teacher as the subjects of the study whom the researcher intended to find corrective feedback technique toward the first and the second year students' pronunciation errors. The researcher addressed subjects of this study as Mrs. X and Miss Y. They were both different in age and experience. the consideration of selecting these participants was done to their accessibility and openness toward the researcher (Mc Kay, 2006 as stated in Zacharias, 2011).

#### **D. The Technique of Data Collection**

The writer used direct observation as her data collection technique because this research was intended to study about the implementation and kinds of corrective feedback during teaching and learning process. This technique was appropriate for the writer to collect the data because the writer could directly notice teachers' behaviour toward students' pronunciation errors. Beside, the writer took some important notes in her observation sheet so that the writer when analysing the data could easily determine out the certain moments when students made errors and teachers corrected the mispronunciation when analysing the data.

#### **E. Data Collection Procedures**

The data collection activity was conducted through several steps. The writer fulfilled some formal administrative procedures, then the writer asked for school principal's permission to collect data by doing observation in the school classrooms. Immediately after the permission was given, the writer met the teachers to arrange some appointments for doing the observation.

On the days determined for the writer to start conducting the observation, the writer executed four steps for collecting the data in classroom. Those steps were as the following.

Firstly, the writer observed the English teaching and learning process in the first year class (the writer took only one class) and the second year classes. The duration of English class in each meeting was 80 minutes to 120 minutes. The writer spent 14 times of observations during three months.

Secondly, the writer took notes when the teachers gave correction toward students' mispronunciation only, highlighted the corrective feedback given by teachers, and grouped the techniques or types of corrective feedback used.

Finally, the writer presented the findings in several themes and tables based on the types of teachers corrective feedback suggested by Lyster and Ranta (1997), and drew the conclusion.

#### **F. Data Analysis Procedure**

The data collected were analysed in some steps. Firstly, the writer recorded certain excerpts when students made errors and teachers gave correction. Secondly, the writer highlighted all types of teachers corrective feedback. Thirdly, the writer identified the way teachers implement the feedback. Then, the writer classified the types of teachers' implementation and corrective feedback in tables. Lastly, the writer analysed each types of corrective feedback used by teachers and drew the conclusion.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter covers the research findings and discussions. The explanation is elaborated in descriptive analysis supported by detailed discussion to find out the answers of the writer research questions.

#### **A. Data Analysis of Observation**

The writer used observation technique in order to observe the way teachers implement corrective feedback and types of corrective feedback. The observation started from the 3<sup>rd</sup> February until the 27<sup>th</sup> April. The schedules were on Monday, Tuesday and Friday. Each class studied English once a week, except for language class which had two meetings per week. During the observations, the writer did not take any crucial part during the teaching-learning process. The writer merely wanted to observe some aspects related to teachers' corrective feedback toward students' pronunciation errors.

#### **B. Discussion**

##### **1. Subject 1 (Mrs. X)**

Mrs. X is a senior teacher who has been teaching in MAS Darul Ulum for 20 years. She is a kind teacher, active and very helpful. In this part, the writer displayed the analysis of the observation on Mrs. X. The following table presented the whole types of corrected feedback used by subject 1.

Table 1: The quantity of Mrs. X's corrective feedback use in the classrooms.

<b>Observation</b>	<b>Kinds of Corrective Feedback</b>		
	Recast	Meta-Linguistic	Explicit Feedback
Observation 1	-	-	-
Observation 2	-	1	-
Observation 3	-	-	-
Observation 4	-	-	-
Observation 5	-	-	-
Observation 6	-	-	5
Observation 7	2	-	2
Observation 8	1	-	-
Observation 9	-	-	2
Observation 10	-	-	-
Observation 11	-	-	-
<b>Total</b>	3	1	9
<b>Percentage</b>	23%	8%	69%

From 11 times of observation on Mrs. X's classes, the writer found that Mrs. X used three out of six types of corrective feedback. There were explicit feedback, recast and metalinguistic feedback. However, each type was employed with different percentage. Further explanation about the frequency of each types was elaborated as follows.

### **a. Explicit Feedback**

As mentioned in chapter 2, explicit feedback defined by Lyster and Ranta (1997) can be related with the activity when teacher explicitly states that student's utterance is incorrect then teacher provides the correction.

Based on the table in previous section, explicit feedback got the highest percentage compared to recast and metalinguistic which was 69%. It happened 9 times during the observations. The example of explicit feedback used as inserted.

*Student: The blue whale is a huge /hag/ animal.*

*Teacher: huge /hju:dʒ/*

*Student: a huge /hju:dʒ/ animal. (Appendix 6)*

At that time, Mrs. X taught about descriptive text. She told the students to write descriptions about animals and to present them in front of class. Because of incomplete knowledge of the target language, the student mispronounced the word "huge" as /hag/. The teacher corrected the student's error by giving the perfect pronunciation for the word "huge". The student who made the error repeated after the teacher without being asked.

Another error made by other students when pronouncing word "spider", "camouflage", "dangerous" and "stomach". Those mispronunciations got Mrs. X's attention. She directly corrected the errors and made students repeated the right pronunciation by her hand gestures.

Dialogue 1

*S: I will tell you about spider /spedər/.*

*T: spider /'spaidər/.*

*S: spider /'spaidər/.*

#### Dialogue 2

*S: Chameleon can camouflage /**kamu**flase/.*

*T: camouflage /'kæməˌfla:ʒ/.*

*S: camouflage /'kæməˌfla:ʒ/.*

#### Dialogue 3

*S: 200 spiders species are dangerous /**dangə**rəs/.*

*T: dangerous /deɪndʒərəs/.*

*S: dangerous /deɪndʒərəs/.*

#### Dialogue 4

*S: Its stomach /**stomak**/ is red.*

*T: stomach /'stʌmək/.*

*S: Its stomach /'stʌmək/ is red.*

In another occasion, the use of this type of feedback was that when Mrs. X taught about hortatory exposition. She asked some students to read a passage in their textbook. There was a student that made an error. She or he produced a mispronunciation when saying /*chill*/ for the word “child” where it should be pronounced as /*tʃaɪld*/.

#### Dialogue 5

*S: Once, I saw a child /**chill**/ begging in Manila.*

*T: a child /tʃaɪld/.*

*S: child /tʃaɪld/.*

Similar case happened when another student was asked to read other sentence. She or he mispronounced the word “beggars” as /*biggərs*/.

#### Dialogue 6

*S: The Manila Government forbid the society to give alms to the beggars /biggərs/.*

*T: beggars /'bɛgərz/.*

*S: beggars /'bɛgərz/. The Manila Government forbid the society to give alms to the beggars /'bɛgərz/.*

Explicit feedback was also given by Mrs. X taught when she taught descriptive text in another classroom. She provided correction to the student who mispronounced the word “bear” as /bir/. Mrs. X obviously showed that the student’s utterance was pronounced incorrectly like saying “bear /ber/ not /bir/”. (see Appendix 6). Another error was made by another student who pronounced word “island” incorrectly.

#### Dialogue 7

*S: Komodo can be found in Komodo Island /islan/.*

*T: island /'aɪ.lənd/*

*S: Komodo Island /'aɪ.lənd/.*

After getting the correction, those students repeated the correct pronunciation without being asked by the teacher.

#### **b. Recast**

The second type of corrective feedback that used by Mrs. X was recast. It got 23% of use in Mrs. X’s classes. Recast is teacher’s implicit correction of all or part of learner’s incorrect utterance (Lyster and Ranta, 1997). At that time, Mrs. X taught about hortatory exposition text. She asked some students to read each one or two sentences of the text.

### Dialogue 1

*S : When the authorities notice /noutais/ the group is here again, they advise /ədvis/ them to go back to hometown.*

*T : When the authorities notice /'noʊ.tɪs/ the group is here again, they advise /əd'vaɪz/ them to go back to hometown.*

Because of the incomplete knowledge of the target language, the student produced mispronunciation when saying /noutais/ for the word “notice” where it should be pronounced as /'noʊ.tɪs/ and the word “advise” which mispronounced as /ədvis/. Another example was when Mrs. X corrected students’ utterances in pronouncing word “social” and word “suggest”.

### Dialogue 2

*S: The City Social /sosial/ Welfare and Development Office of Manila.*

*T: The City Social /səʊfəl/ Welfare and Development Office of Manila.*

### Dialogue 3

*S: I would suggest /suges/ that the punishment will be given to them.*

*T: I would suggest /sə'dʒest/ that the punishment will be given to them.*

In those three cases, she did not obviously stated that the students’s previous utterances were wrong, yet re-read the sentence and simply raised her intonation when saying the correct pronunciation of the words “notice”, “advise”, “social” and “suggest” to imply that the words she said were the corrected forms for those which were previously mispronounced.

Recast is different from explicit correction because in recast teacher did not obviously show that the student’s utterance was pronounced incorrectly like saying, “not X, but Y” or “Y, not X”. Instead, the teacher simply gave more emphasize in her intonation when saying the correct pronunciation of the

mispronounced words to confirm that it was the correct pronunciation. While in explicit feedback, the teacher was directly offered the correct pronunciation.

### **c. Metalinguistic**

The last type of corrective feedback that was observed but only once was metalinguistic. The percentage of this type was 8%. Metalinguistic, as mentioned in chapter 2, is defined as a teacher's comment or question related to student's well-formedness utterance without giving the correct utterance. This kind of corrective feedback occurred when Mrs. X asked students to change some given sentences into if conditional type 2.

*S: If Safri had appeared /ə'pɪr / last night, he would meet Sarah.*

*T: Is it appear or appeared?*

*S: appeared / ə'pɪrd/.*

There was a student who produced an error when saying word "appeared" where it should be pronounced as /ə'pɪrd/. It might be plausibly caused by student's difficulty in pronouncing -ed form, so, she or he pronounced it as a basic form. The teacher questioned the student the right pronunciation by providing two options to get the student aware about the error so that she or he may correct it her or himself.

## **2. Subject 2 (Miss Y)**

Miss Y is a young, cheerful and active teacher. She has been teaching in MAS Darul Ulum since 2012. She teaches the first year students. The analysis of the observation on Miss Y was presented in the following section

Table 2: The quantity of Miss Y's corrective feedback use in the classroom

<b>Observation</b>	<b>Kinds of Corrective Feedback</b>		
	Clarification Request	Elicitation	Explicit Feedback
Observation 1	-	-	4
Observation 2	-	3	2
Observation 3	1	-	1
<b>Total</b>	1	3	7
<b>Percentage</b>	9%	27%	64%

Based on 3 times of observations on Miss Y, the writer figured out that Miss Y also used three types of corrective feedback. Among those three types, only the type of explicit feedback which she shared with Mrs. X, the other two were elicitation and clarification request. These three types occurred with different percentage.

#### **a. Explicit Feedback**

The first and the most frequent feedback that occurred during the teaching and learning process in Miss Y's class was explicit feedback. It obtained 64% and it was the highest compared to elicitation and clarification request. On that day, Miss Y taught about explanatory text. This type occurred when the teacher asked a student to answer the question from their textbook.

### Dialogue 1

*S: Identify /**iden.ti.fi**/ the generic /**gənerik**/ structure of Narrative text.*

*T: It's identify /**ai'den.ti.fai**/, not generic /**gənerik**/ but generic /**dʒə'ner.ik**/ .*

The student made an error when saying word “identify” and “generic”. Miss Y instantly showed through her words that the student’s utterance was pronounced incorrectly and she immediately provided the right pronunciation.

Similarly, the othe case was observed when students were told to answer another question about narrative text. Students produced some errors when saying /struktur/ for “structure”, /blind/ for “blind” and /works/ for “works”. As the reaction, the teacher directly gave the correction by saying the right pronunciation of those three words.

### Dialogue 2

*S: The structure /**struktur**/ of Recount text is orientation, event, and re-orientation.*

*T: structure /'strak.tʃər/.*

### Dialogue 3

*S: A lion is blind /**blind**/ in love with a beautiful girl.*

*T: blind /**blamd**/.*

Moreover, the use of explicit feedback is also witnessed when Miss Y reacted to one of her students saying /answer/ for the “answer” where it was supposed to be /'æn.sər/ and /komputer/ for “computer”. The teacher said, “*bacanya computer /kəm'pju:.tər/*”. Additionally, besides correcting the mispronounced word, she directly warned that student to stop vocalizing the

word incorrectly by saying, “*Stop saying answer /answer/, it’s answer /’æn.sər/*”. (see Appendix 9). An identical case in which the explicit feedback employed was when a student incorrectly pronounced /*tunaigh*/ for the word “tonight”.

#### Dialogue 4

*S: I think she will call me tonight /tunaigh/.*

*T: tonight /tə’naɪt /, common mistake. Setiap ada kata-kata yang hampir sama misalnya tonight /tə’naɪt /, fight /faɪt/, tight /taɪt/, eight /eɪt/, itu “gh”-nya engga usah di baca.*

#### b. Elicitation

In chapter 2, the writer explained that teacher can elicit the correct form of utterance by three ways; giving pause strategically to provide the students time to answer, asking open question, and requesting the students to reformulate an utterance. Based on the table 2, elicitation obtained 27% of use in the classroom. This type was used three times during the writer observation.

*S : It has several important /ɪmpɔːrtent/ functions.*

*T : It has several ... ?*

*S : important /ɪm’pɔːrtənt/.*

The error committed by student here was because of she/he did not know the right pronunciation of the word “important”. To correct the student’s mispronunciation, the teacher strategically gave a pause and gave student time to answer. The student responded by giving the correct pronunciation.

Similar error occurred when students incorrectly pronounced word “statement” as /*staj.mənt*/ and the word “different” as /*dɪfərənt*/.

#### Dialogue 1

*S: ...general statement /staj.mənt/.*

*T: General...?*

*S: statement /'stat.mənt/.*

*T: statement /'steɪt.mənt/.*

#### Dialogue 2

*S : In addition, you don't have to worry about time different /dɪfərənt/.*

*T : Time...?*

*S : different /dɪfərənt /.*

*T : different /dɪfrənt/.*

Miss Y used the same way as before; giving a student time to answer. When the student kept mispronouncing the words, she helped the student correct the error by exemplifying the right pronunciation.

#### **c. Clarification Request**

Clarification request occurred in the writer's third observation. The writer witnessed that the teacher only used this type once during the observations. From the table 2, it showed that clarification request got 9% of use in the classroom. This was the least percentage compared to explicit and elicitation. Spada and Frohlich (1995) defined clarification request as teacher indicated that student's utterance was incorrect and requested an explanation about that wrong utterance (as cited in Lyster and Ranta, 1997). On the last observation, Miss Y gave an exercise to the students who were about to take an examination after few days.

The teacher wrote some sentences on the whiteboard and asked each student to read one sentence.

*T: Can you read the statement number 1 ?*

*S: Yes. The weather this year is worse /**worse**/ than the weather last night.*

*T: Coba ulangi (say it again).*

*S: The weather this year is worse /**wors**/ than the weather last night.*

*T: worse /**wɜː(r)s**/.*

When the student made an error, the teacher requested the student to repeat her/his utterance which was not understood by the teacher by saying, “say it again”. The student realised that she or he mispronounced the word “worse” and tried to correct her/himself but she or he kept making the same error. Then, Miss Y gave the right pronunciation to the student

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusions**

As the writer mentioned in the preceeding, the percentage of these techniques were different one another. However, both teachers only used 3 different types of corrective feedback set out by Lyster and Ranta (1997). Explicit correction attained the highest percentage, it was 69% in Mrs. X's classrooms and 64% in Miss Y's classroom. The second feedback used by Mrs.X was recast with 23% while Miss Y used elicitation feedback with 27%. The least percentage in Mrs. X's classroom was metalinguistic with only 8%. Meanwhile, Miss Y made clarification request as the feedback that rarely used to correct her students' errors. The percentage of use was 9%. Both metalinguistic and clarification request were only used once by teachers during the writer's observations.

#### **B. Limitations of the study**

Although the research has reached it aims, there were some unavoidable limitations and shortcomings. First, the participants of this study were absence for many times due to deteriorating health and other activities that could not be abandoned. Second, because of limited times and other problems, the observation could only be done for 14 times. There were holidays, teachers' meetings, and school examinations that hampered the writer to do more observation.

### **C. Suggestions**

Considering the results of the research, the writer comes up with some recommendations. Firstly, the writer suggests that teachers should correct the mispronunciation words of students to help them having an intelligible pronunciation to enhance their speaking ability. Secondly, it will be better if the teachers use all of types of corrective feedback and encourage the students to produce the correct pronunciation of the word being mispronounced by their friend so that the students will remember it and not repeat the same errors because they have already known and practiced saying the right pronunciation of the word.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : UN.08/FTK/PP.00.9/6919/2016**

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

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- 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.
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| 2. Khairil Razali, S.Ag., M.A., MS | Sebagai Pembimbing Kedua   |
- Untuk membimbing Skripsi :
- Nama : Nurul Husna
- NIM : 231222694
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Teachers' Technique in Providing Corrective Feedback on Students' Pronunciation Errors
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
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Ditetapkan di: Banda Aceh  
Pada Tanggal: 18 Juli 2016



**Dr. Muhibburrahman, M. Ag**  
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**Pembusutan**

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Banda Aceh, 17 Januari 2017

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Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Jl. Mesjid Taqwa, Seutui

Jntuk mengumpulkan data pada:

MAS Darul Ulum

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

**Teachers' Technique in Providing Corrective Feedback on Students' Pronunciation Errors**

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

An. Dekan,  
Kepala ~~Bagian~~ Tata Usaha,

  
M. Said Farzah Ali S.Pd.I., MM  
NIP. 199007032002121001

BAG. UMUM BAG. UMUM

Kode: 4486



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH  
Jln. Mohd. Jam No.29 Telp. 27959 – 22907 Fax. 22907  
BANDA ACEH (Kode Pos 23242)

Nomor : B- 235 /Kk.01.07/4/TL.00/01/2017  
Sifat : Biasa  
Lampiran : Nihil  
Hal : Rekomendasi Melakukan Penelitian

25 Januari 2017

Yth, Kepala MAS Darul Ulum  
Kota Banda Aceh

Assalāmu'alaikum Wr. Wb.

Sehubungan dengan surat Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh Nomor : Un.08/TU-FTK/TL.00/793/2017 tanggal 17 Januari 2017 , perihal sebagaimana tersebut dipokok surat, maka dengan ini kami mohon bantuan Saudara untuk dapat memberikan data maupun informasi lainnya yang dibutuhkan dalam rangka memenuhi persyaratan bahan penulisan *Skripsi*, dengan judul "Teacher Technique in Providing Corrective Feedback on Students' Pronunciation Errors" kepada saudara :

Nama : Nurul Husna  
NIM : 231 222 694  
Prodi/Jurusan : Pendidikan Bahasa Inggris  
Semester : IX

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala madrasah yang bersangkutan dan Sepanjang Tidak mengganggu proses belajar mengajar
2. Tidak memberatkan madrasah.
3. Tidak menimbulkan keresahan-keresahan lainnya di Madrasah.
4. Bagi yang bersangkutan supaya menyampaikan foto copy hasil penelitian sebanyak 1 (satu) Eksemplar ke kantor kementerian agama kota banda aceh

Demikian rekomendasi ini kami keluarkan, atas perhatian dan kerja sama yang baik kami ucapkan terima kasih.

a.n Kepala,  
Kasi Pendidikan Madrasah,  
  
Aiyub

Tembusan :

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh.
2. Dekan Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh.
3. Yang bersangkutan.



**YAYASAN PEMBANGUNAN UMAT ISLAM**  
**MADRASAH ALIYAH DARUL 'ULUM**  
(STATUS DISAMAKAN/Wa/6-d/PP.03.2/587/1998)  
NSM : 131211710006  
Jln. Syiah Kuala No. 5 Telp. (0651) 33312  
KOTA BANDA ACEH 23123



N o m o r : MA.a/DU/PP.00.6/086/2017  
Lampiran : -  
Perihal : **Penelitian An. NURUL HUSNA**

Banda Aceh, 05 Mei 2017

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN Ar-Raniry Darussalam Banda Aceh  
di-  
Banda Aceh

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat saudara nomor : Un.08/TU-FTK/TL.00/793/2017 tanggal 17 Januari 2017, dengan ini menyatakan bahwa :

N a m a : **NURUL HUSNA**  
N I M : 231 222 694  
Prodi. /Jurusan : Pendidikan Bahasa Inggris  
Semester : IX

Telah selesai mengadakan **PENELITIAN** pada tanggal 03 Februari s/d 21 April 2017 dalam rangka penyusunan skripsi yang berjudul :

**"TEACHER TECHNIQUE IN PROVIDING CORRECTIVE FEEDBACK ON STUDENTS' PRONUNCIATION ERRORS"**

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan seperlunya.

KEPALA  
  
  
**DRA. KESUMA NIRWANA**  
**NIP. 19580928 199603 2 001**

## APPENDIX 5

### CLASSROOM OBSERVATION: CORRECTIVE FEEDBACK FORM

School: \_\_\_\_\_

Teacher : \_\_\_\_\_

Date: \_\_\_\_\_ Grade : \_\_\_\_\_

Period: \_\_\_\_\_ Number of Students: \_\_\_\_\_

Observer: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher did and said	Students' Utterance (Error)	Teacher's Corrective Feedback

## APPENDIX 6

**Teacher:** Mrs. X  
**Type of Corrective Feedback:** Explicit Feedback  
**Class:** XI (a and b)

Type of Corrective Feedback	Example of use	Notes
Explicit Feedback	<p>S: The blue whale is a huge <b>/hag/</b> animal.</p> <p>T: huge <b>/hju:dʒ/</b></p> <p>S: a huge <b>/hju:dʒ/</b> animal</p>	<p>The students are told to make descriptions of animals.</p> <p>The correction was given after student performed his/her presentation in front of class.</p> <p>(Observation 6, 13<sup>th</sup> of March 2017, in XIa class)</p>
	<p>S: I will tell you about spider <b>/spedər/</b>.</p> <p>T: spider <b>/ˈspaidər/</b>.</p> <p>S: spider <b>/ˈspaidər/</b>.</p>	
	<p>S: Chameleon can camouflage <b>/kamufleɪs/</b>.</p> <p>T: camouflage <b>/ˈkæməˌfla:ʒ/</b>.</p> <p>S: camouflage <b>/ˈkæməˌfla:ʒ/</b>.</p>	
	<p>S: 200 spiders species are dangerous <b>/dangərəs/</b>.</p> <p>T: dangerous <b>/deɪndʒərəs/</b>.</p> <p>S: dangerous <b>/deɪndʒərəs/</b>.</p>	
	<p>S: Its stomach <b>/stomək/</b> is red.</p> <p>T: stomach <b>/ˈstʌmək/</b>.</p> <p>S: Its stomach <b>/ˈstʌmək/</b> is red.</p>	

Explicit Feedback	<p>S: Once, I saw a child /<b>chill</b>/ begging in Manila.</p> <p>T: a child /<b>tʃaɪld</b>/.</p> <p>S: child /<b>tʃaɪld</b></p>	<p>The students are asked to read a hortatory exposition text.</p> <p>One student read one or two sentences.</p> <p>(Observation 7, 14<sup>th</sup> of March 2017, in XIa class)</p>
	<p>S: The Manila Government forbid the society to give alms to the beggars /<b>biggərs</b>/.</p> <p>T: beggars /<b>ˈbegərz</b>/.</p> <p>S: beggars /<b>ˈbegərz</b>/.</p> <p>The Manila Government forbid the society to give alms to the beggars /<b>ˈbegərz</b>/.</p>	
	<p>S: Komodo can be found in Komodo Island /<b>islan</b>/.</p> <p>T: island /<b>ˈaɪ.lənd</b>/</p> <p>S: Komodo Island /<b>ˈaɪ.lənd</b>/.</p>	<p>The students are told to make descriptions of animals.</p> <p>The correction was given after student performed his/her presentation in front of class.</p> <p>(Observation 6, 31<sup>st</sup> of March 2017, in XIb class)</p>
	<p>S: Sun bear /<b>bir</b>/ has flat tooth.</p> <p>T: bear /<b>ber</b>/ bukan /<b>bir</b>/.</p>	

## APPENDIX 7

**Teacher:** Mrs. X  
**Type of Corrective Feedback:** Recast  
**Class:** XIa

Types of Corrective Feedback	Example of Use	Notes
Recast	S: The City Social Welfare and Development Office of Manila. T: The City Social Welfare and Development Office of Manila.	The students are asked to read a hortatory exposition text. One student read one or two sentences. (Observation 7, 14 <sup>th</sup> of March 2017, in XIa class)
	S: When the authorities notice /noutais/ the group is here again, they advise /ədvis/ them to go back to hometown. T: When the authorities notice /'noʊ.tɪs/ the group is here again, they advise /əd'vaɪz/ them to go back to hometown.	
	S: I would suggest /suges/ that the punishment will be given to them. T: I would suggest /sə'dʒest/ that the punishment will be given to them.	The students are asked to give a suggestion to related issues. (Observation 7, 14 <sup>th</sup> of March 2017, in XIa class)

## APPENDIX 8

**Teacher:** Mrs. X  
**Type of Corrective Feedback:** Metalinguistic Feedback  
**Grade:** XIa

Types of Corrective Feedback	Example of Use	Notes
Metalinguistic feedback	S: If Safri had appeared /ə'pɪr/ last night, he would meet Sarah. T: Is it appear or appeared? S: appeared / ə'pɪrd/.	Mrs. X asked a student to change a given sentence into if conditional type. (Observation 2, 7 <sup>th</sup> of February 2017)

## APPENDIX 9

**Teacher:** Miss Y  
**Type of Corrective Feedback:** Explicit Feedback  
**Class:** X

Types of Corrective Feedback	Example of Use	Notes
Explicit Feedback	<p>S: Identify /<b>iden.tɪ.fɪ</b>/ the generic /<b>gənerɪk</b>/ structure of Narrative text.</p> <p>T: It's identify /<b>ar'den.tɪ.fai</b>/, not generic /<b>gənerɪk</b>/ but generic /<b>dʒə'ner.ɪk</b>/ .</p>	The students are asked to answer questions about the differences between narrative and recount text. (Observation 1, 24 <sup>th</sup> of February 2017)
	<p>S: The answer /<b>answer</b>/ of the 2<sup>nd</sup> question is B.</p> <p>T: Stop saying answer /<b>answer</b>/, it's answer /<b>'æn.sər</b>/</p>	
	<p>S: A lion is blind /<b>blind</b>/ in love with a beautiful girl.</p> <p>T: blind /<b>blamd</b>/</p>	
	<p>S: The structure /<b>struktur</b>/ of Recount text is orientation, event, and re-orientation.</p> <p>T: structure /<b>'strʌk.tʃər</b>/</p>	

Explicit feedback	<p>S: Explanation is a text that explains why or how something happens or works <b>/works/</b>.</p> <p>T: works <b>/wɜrks/</b></p>	<p>The students are told to read an explanatory text in their textbook. Each student read one or two sentences.</p> <p>(Observation 2, 31<sup>st</sup> of March 2017)</p>
	<p>S: She uses computer <b>/komputər/</b>.</p> <p>T: bacanya computer <b>/kəm'pju:.tər/</b>.</p>	
	<p>S: I think she will call me tonight <b>/tunaigh/</b>.</p> <p>T: tonight <b>/tə'nait /</b>, common mistake.</p> <p>Setiap ada kata-kata yang hampir sama misalnya tonight <b>/tə'nait /</b>, fight <b>/fait/</b>, tight <b>/taɪt/</b>, eight <b>/eɪt/</b>, itu “gh”-nya <i>engga</i> usah di baca.</p>	<p>The teacher gave a review for some topics that they have learned. She asked a student to read a given sentence.</p>

## APPENDIX 10

**Teacher:** Miss Y  
**Type of Corrective Feedback:** Elicitation  
**Grade:** X

Types of Corrective Feedback	Example of Use	Notes
Elicitation	<p>S:...general statement  <b>/staj.mənt/.</b></p> <p>T: General...?</p> <p>S: statement /'stat.mənt/.</p> <p>T: statement /'stet.mənt/.</p>	<p>The students are told to read an explanatory text in their textbook. Each student read one or two sentences.</p> <p>(Observation 2, 31<sup>st</sup> of March 2017)</p>
	<p>S: It has several important  <b>/ɪmpɔːrtənt/</b> function.</p> <p>T: It has several ... ?</p> <p>S: important /ɪm'pɔːrtənt/.</p>	
	<p>S : In addition, you don't have to worry about time different  <b>/dɪfərənt/.</b></p> <p>T : Time...?</p> <p>S : different / dɪfərənt /.</p> <p>T : different /dɪfrənt/.</p>	

## APPENDIX 11

**Teacher:** Miss Y  
**Type of Corrective Feedback:** Clarification Request  
**Class:** X

Types of Corrective Feedback	Example of Use	Notes
Clarification request	<p>T: Can you read the statement number 1 ?</p> <p>S: Yes. The weather this year is worse /<b>worse</b>/ than the weather last night.</p> <p>T: Coba ulangi.</p> <p>S: The weather this year is worse /<b>wors</b>/ than the weather last night.</p> <p>T: worse /<b>wɜ:(r)s</b>/.</p>	<p>A student was pointed by Miss Y to read a sentence that written on the whiteboard.</p> <p>(Observation 3, 17<sup>th</sup> of April 2017)</p>

## APPENDIX 12

**Teacher:** Mrs. X  
**Class:** XIa and Xib  
**Schedule:** 10.20-11.20 (Friday)  
10.20-11.40 (Monday)  
11.40-13.00(Tuesday)

- a. Observation 1 (3<sup>rd</sup> February 2017)  
(There was no corrective feedback given)

- b. Observation 2 (7<sup>th</sup> February 2017)

*S: If Safri had appeared /ə'pɪr /last night, he would meet Sarah.*

*T: Is it appear or appeared?*

*S: appeared/ə'pɪrd/.*

- c. Observation 3 (14<sup>th</sup> February 2017)  
(There was no corrective feedback given)

Observation 4 (24<sup>th</sup> February 2017)  
(There was no corrective feedback given)

- d. Observation 5 (10<sup>th</sup> March 2017)  
(There was no corrective feedback given)

- e. Observation 6 (13<sup>th</sup> March 2017)

1. *S: The blue whale is a huge /hag/ animal.*

*T: huge /hju:dʒ/*

*S: a huge /hju:dʒ/ animal.*

2. *S: I will tell you about spider/spedər/.*

*T: spider/'spɪdər/.*

- S: spider/'spaidər/*
3. *S: Chameleon can camouflage /kamufleɪs/.*  
*T: camouflage /'kæməˌflaːʒ/.*  
*S: camouflage /'kæməˌflaːʒ/.*
4. *S: 200 spiders species are dangerous/dangərəs/.*  
*T: dangerous /demdʒərəs/.*  
*S: dangerous /demdʒərəs/.*
5. *S: Its stomach /stomək/is red.*  
*T: stomach /'stʌmək/.*  
*S: Its stomach /'stʌmək/is red.*
- f. Observation 7 (14<sup>th</sup> March 2017)
1. *S: Once, I saw a child /chill/ begging in Manila.*  
*T: a child /tʃaɪld/.*  
*S: child /tʃaɪld/.*
2. *S: The Manila Government forbid the society to give alms to the beggars /biggərs/.*  
*T: beggars /'begərz/.*  
*S: beggars /'begərz/. The Manila Government forbid the society to give alms to the beggars /'begərz/.*
3. *S: The City Social /sosial/Welfareand Development Office of Manila.*  
*T: The City Social /səʊʃəl/ Welfareand Development Office of Manila.*
4. *S: When the authorities notice /noutais/the group is here again, they advise /ədvis/them to go back to hometown.*  
*T: When the authorities notice /'noʊ.tɪs/the group is here again, they advise /əd'vaɪz/them to go back to hometown.*
- g. Observation 8 (27<sup>th</sup> March 2017)
1. *S: I would suggest /suges/that the punishment will be given to them.*  
*T: I would suggest /sə'dʒest/ that the punishment will be given to them.*

h. Observation 9 (31<sup>st</sup> March 2017)

1. S: *Komodo can be found in Komodo Island /islan/.*

T: *island /'aɪ.lənd/*

S: *Komodo Island /'aɪ.lənd/.*

2. S: *Sun bear /bir/has flat tooth.*

T: *bear /ber/ bukan/bir/.*

i. Observation 10 (17<sup>th</sup> April 2017)

(There was no corrective feedback given)

j. Observation 11 (21<sup>st</sup> April 2017)

(There was no corrective feedback given).

## APPENDIX 13

**Teacher:** Miss Y  
**Class:** Xa  
**Schedule:** 7.30-9.30 (Friday)

a. Observation 1 (24<sup>th</sup> February 2017)

1. *S: Identify/ɪden.tɪ.fɪ/ the generic /gənerɪk/structure of Narrative text.*

*T: It's identify/aɪ'den.tɪ.fai/, not generic /gənerɪk/ but generic/dʒə'ner.ɪk/.*

2. *S: The answer /answər/of the 2<sup>nd</sup> question is B.*

*T: Stop saying answer /answer/, it's answer/'æn.sər/.*

3. *S: A lion is blind /blind/ in love with a beautiful girl.*

*T: blind /blænd/.*

4. *S: The structure /struktur/ of Recount text is orientation, event, and re-orientation.*

*T: structure/'strʌk.tʃər/.*

b. Observation 2 (31<sup>st</sup> March 2017)

1. *S: Explanation is a text that explains why or how something happens or works/works/.*

*T: works/wɜrks/.*

2. *S: ...general statement /'staj.mənt/.*

*T: General...?*

*S: statement /'stat.mənt/.*

*T: statement /'steɪt.mənt/.*

3. S: *She uses computer* /**k**omputər/.

T: *bacanya computer* /kəm'pju:.tər/.

4. S: *It has several important* /**imp**ɔ:rtənt/ *function.*

T: *It has several ... ?*

S: *important* /**im**'pɔ:rtənt/.

5. S: *In addition, you don't have to worry about time different* /**dif**ərənt/.

T: *Time...?*

S: *different* /**dif**ərənt /.

T: *different* /**dif**rənt/.

c. Observation 3 (21<sup>st</sup> April 2017)

1. T: *Can you read the statement number 1 ?*

S: *Yes. The weather this year is worse* /**worse**/ *than the weather last night.*

T: *Coba ulangi.*

S: *The weather this year is worse* /**wors**/ *than the weather last night.*

T: *worse* /**wɜ:(r)**s/.

2. S: *I think she will call me tonight* /**tunaigh**/.

T: *tonight* /**tə'nait** /, *common mistake. Setiap ada kata-kata yang hampir sama misalnya tonight* /**tə'nait** /, *fight* /**fait**/, *tight* /**tait**/, *eight* /**eit**/, *itu "gh"-nya* *engga usah di baca.*

## **AUTOBIOGRAPHY**

1. Name : Nurul Husna
2. Place/Date of Birth : Gandapura/25 February 1993
3. Religion : Islam
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13. Education Background
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  - c. Senior High School : SMA Negeri 1 Gandapura (2008-2011)
  - d. University : UNIMAL Lhokseumawe (2011-2012)  
UIN Ar-Raniry Banda Aceh (2012-2017)

Banda Aceh, July 27th 2017

The Writer,

Nurul Husna