

**STUDENTS PERCEIVED IMPACT TOWARDS LECTURERS'
CORRECTIVE FEEDBACK DURING CLASSROOM
INTERACTION**

THESIS

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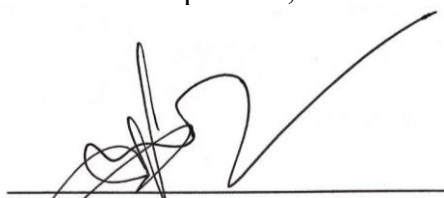
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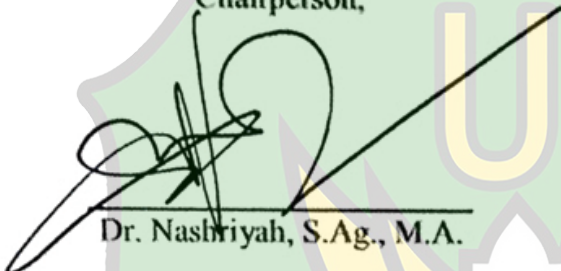
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**STUDENTS PERCEIVED IMPACT TOWARDS
LECTURERS' CORRECTIVE FEEDBACK DURING
CLASSROOM INTERACTION**

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

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Saya yang membuat surat pernyataan




Fanie Nabila

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Banda Aceh, July 17th 2024

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ABSTRACT

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Thesis working title : Students' Perceived Impact Towards Lecturers'
Corrective Feedback During Classroom Interaction
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Keywords : Corrective Feedback, Classroom Interaction

The background of this study was that feedback provided by lecturers is very important in improving student learning success. This study aimed to explore the impact that was felt by students on the feedback that was provided by lecturers during classroom interactions. This study used a qualitative approach with an interview method to obtain students' perceptions of the feedback provided by lecturers during class interactions. The population of this study was 2021 batch students in the English Education Department UIN Ar-Raniry. The sample consisted of eight students. The results show the positive impact of the feedback given by lecturers on students, such as improving student understanding, increased self-confidence, and increased motivation to learn. However negative impact of the feedback given by lecturers on students such as decreased student confidence, and decrease student understanding. This study suggested that lecturers should pay attention to students' characteristics and needs in providing feedback to improve learning effectiveness.

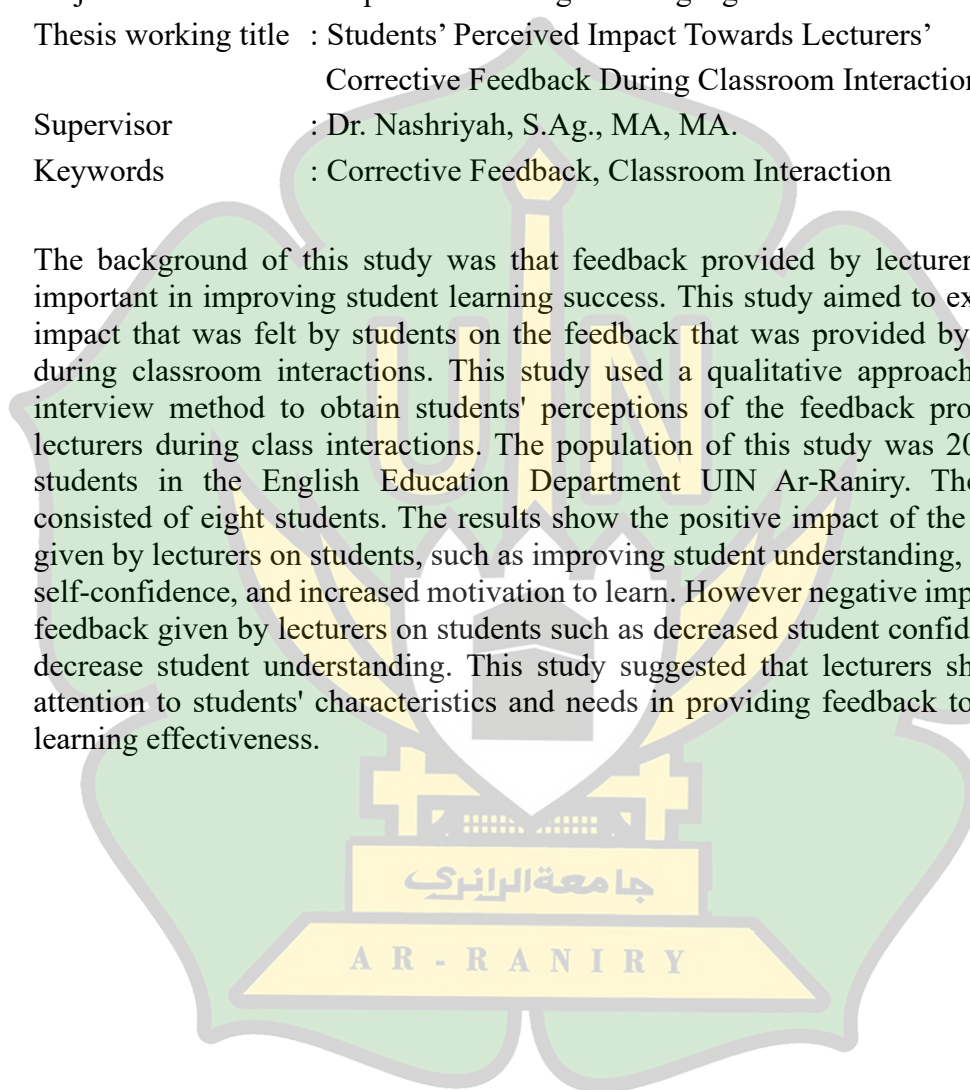
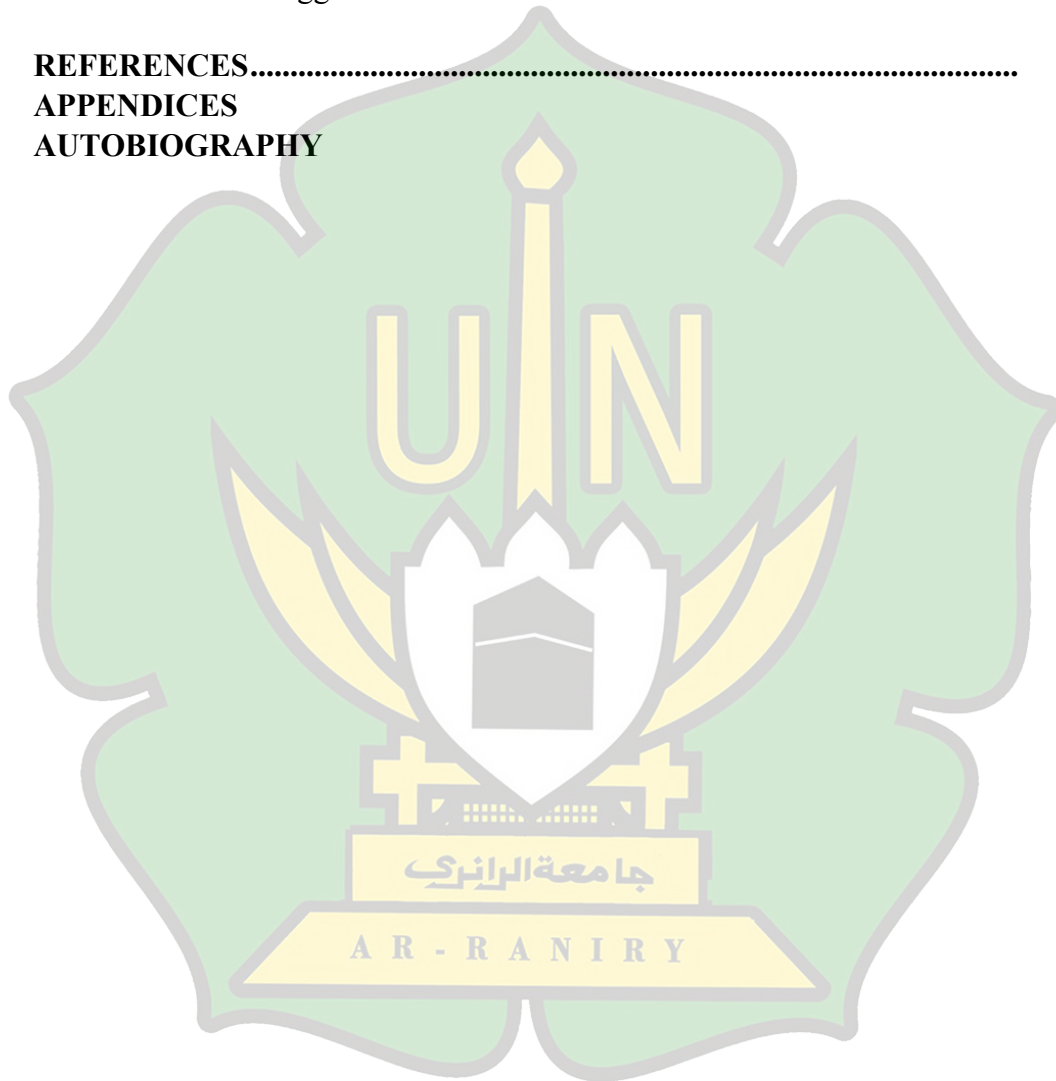


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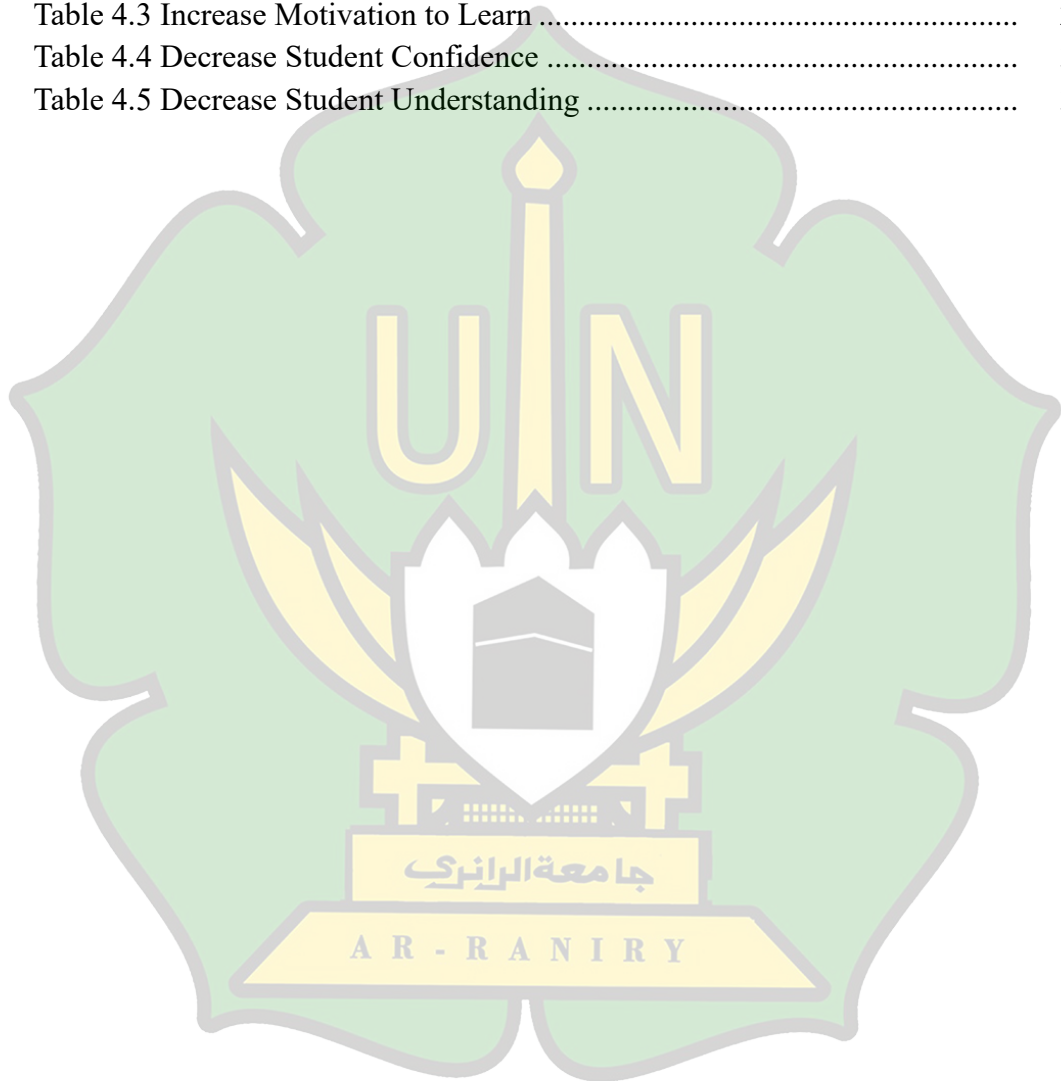
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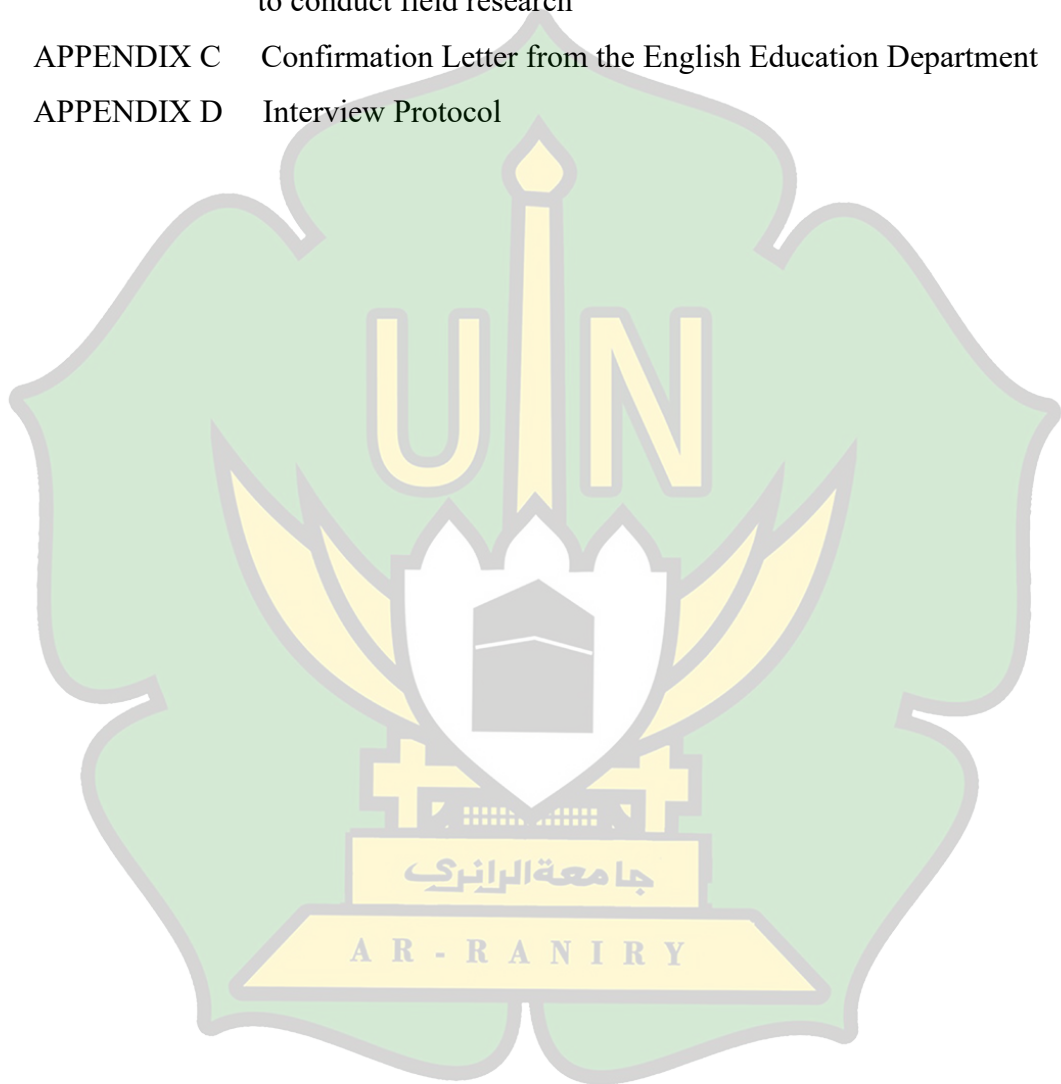
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CHAPTER I

INTRODUCTION

The researcher gives an overview of the study. This chapter not only discusses the background of the research but also covers the purpose of the research which is based on the research question. This chapter also explained the research significance and was followed by the research terminology.

A. Background of Study

According to Khunaivi and Hartono (2013), the purpose of corrective feedback given by teachers is to reduce the possibility of students making classroom mistakes. Corrective feedback is a common practice in language instruction. Corrective feedback could be used to improve language learning and make students realize that the way they expressed the language contained errors (Hussein & Ali, 2014; Kirgoz & Agcam, 2015; Voerman, Meijer, Korthagen & Simons, 2012). However, the teachers must prevent making the students uncomfortable with constructive criticism since corrective feedback given by teachers could be either positive or negative in reducing the students' problems or reducing the students' confidence. For instance, students who do not have self-confidence can perceive corrective feedback as something that causes them to feel anxious when they are addressed inappropriately. Due to its importance, teachers provided appropriate corrective feedback. The feedback that was provided was careful and relevant, tailored to students' individual needs, to help them correct mistakes and improve their abilities, particularly in speaking skills.

Numerous studies are working on the impact of teachers' direct feedback during classroom interaction. One of the studies was conducted by Karliza (2019) focusing on investigating the perception of students on oral corrective feedback. His study is included in qualitative research, attempting to analyze how lecturers of the English Education Department of UIN Ar-Raniry provide corrective feedback in their interaction with their students during classroom activity. Besides, his study also explored how the English Education Department perceives the feedback given by its lecturers. His study found that the lecturers form different types of corrective feedback and students see that some of the techniques applied by the lecturers as positive and others as negative.

Another study was conducted by Muyashoha (2019) working on the student's perception of oral corrective feedback in speaking class at the English Study Program of IAIN Palangka Raya. His quantitative study sought perceptions through questionnaires involving 64 students in the public speaking class who had taken the basic speaking course. The study attempted to determine the respondents' perceptions towards feedback and found that most students anticipated that their lecturers provided oral error correction feedback to assist them in learning English. Students may develop a negative attitude toward English learning if lecturers do not offer oral error correction feedback. This made students English learning. Both of the aforementioned studies believed the teacher's role in providing corrective feedback to students is critical in increasing their confidence.

Following the previous studies, this research also attempted to investigate the students' perceived impact on lecturers' corrective feedback during classroom

interaction. Based on the previous studies conducted studies on the impact of teachers' direct feedback during classroom engagement, however, their focus, methodology, and findings differ greatly. His study emphasizes the variety of corrective feedback types provided by lecturers and how students perceive these techniques as either positive or negative. This study aims to determine the overall perceptions of students towards feedback and reveals that the majority of students expect oral error correction to aid their English learning. The findings also indicate that the absence of such feedback can lead to negative attitudes towards learning English. Despite these differences, both studies underscore the critical role of teachers in providing corrective feedback to enhance students' confidence and learning outcomes. This study was conducted at the UIN Ar-Raniry campus in the English Education Department. By using a qualitative method, this study sought to seek perceptions through interviews involving students of batch 2021 who served as informants for this research. Understanding student perception of lecturers' correction can have direct implications for improving teaching practices. This study can provide valuable insights for lecturers in developing more effective correction strategies according to students' needs and expectations. The importance of this study is to provide a deeper understanding of students' perspectives on corrective feedback from lecturers in the context of English language learning. This research provided a better insight into how students perceive and respond to correction and its impact on their motivation to learn. The results of the study can be used to improve the effectiveness of English language teaching practices to benefit both students and lecturers.

B. Research Question

How do they perceive corrective feedback from teachers? To get this question, I broke it down into two, namely:

1. What are the positive impacts perceived by students towards lecturers' corrective feedback during classroom interaction?
2. What are the negative impacts perceived by students towards lecturers' corrective feedback during classroom interaction?

C. The Aims of Study

How do they perceive corrective feedback from teachers? To get this question, I broke it down into two, namely:

1. To find out what are the positive impacts perceived by students towards lecturers' corrective feedback during classroom interaction.
2. To find out what are the negative impacts perceived by students towards lecturers' corrective feedback during classroom interaction.

D. Significance of Study

The findings of this study are expected to contribute to several practices in the academic environment. For teachers, it is anticipated that the study's findings helped teachers gain more understanding of how to utilize and provide feedback for the students. To teach English-speaking processes, the teacher can plan class activities based on knowledge of the student's responses and their need for corrective feedback. Furthermore, for students, this study can assist students in communicating their needs for feedback. Their ability to articulate

their answers can serve as a source of learning material for their reflection. In this way, they can come up with strategies for studying that improved their performance in speaking and altered their responses. Lastly, other researchers who are interested in researching this subject can use this research's findings as a reference.

E. Terminology

This section provides definitions for the key terms of this study to prevent misunderstandings.

a. Corrective Feedback

According to Mahdi and Saadany (2013), corrective feedback was the reaction given to inaccurate statements made by students. Corrective feedback in classroom interaction refers to the feedback given by lecturers to students to correct their misunderstanding in learning. Corrective feedback can be given in various forms, including oral and written feedback. This study focused on oral feedback during classroom interaction.

b. Classroom Interaction

According to Goronga (2013), classroom interaction engages students in the teaching and learning process. It means that classroom interaction motivates students to participate in the teaching and learning process. In this study classroom interaction referred to communication interaction between lecturers and students in the context of language learning without being affected by the skills at the time.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses several theories related to research. This includes the definition of students' perception, factors influencing perception, issues in perception, the definition of corrective feedback, types of corrective feedback, the impact of corrective feedback, the definition of classroom interaction, the importance of classroom interaction, positive and negative impacts perceived by students towards lecturers' corrective feedback during classroom interaction, and previous studies.

A. Students Perception

1. The Definition of Students' Perception

According to Qiong (2017), perception is the process of acquiring awareness or understanding of sensory information or ideas about something. This refers to a person's judgment or feelings about something that has been done. Furthermore, according to Demita (2009), perception is a process in which existing knowledge is used to stimulate interpretation by the sensory system. Perception allows a person to grasp the interpretation of various phenomena, information, and data around him at any given time. Research on perception shows that even when people see the same thing, they understand it differently. Individuals interpret what they see and call it relativity. According to Sidhu (2003), students' perceptions provide suggestions for improving language processes in the classroom. According

to the definition, student perception is the process of interpreting information about objects in the classroom using their senses.

According to Hong (2003), perception is a person's thought about something he has learned that measures how he or she behaves when using something, whether he or she agrees or disagrees with that method or something he or she has learned. Understanding students' perceptions is very important for lecturers as it can provide insight into how well the learning environment meets the needs and expectations of each student. This includes their opinions, attitudes, and emotions towards various aspects of their academic experience. The impact of students' perceptions can be significant, affecting their academic performance, participation, and motivation levels. Students with positive perceptions are more likely to be actively engaged in their learning, perform better academically, and develop a passion for education. Conversely, negative perceptions can result in a lack of engagement, lower academic performance, and decreased motivation. Therefore, lecturers must recognize and address student perceptions to create a conducive learning environment that promotes student success. If someone perceives something, it means that they can recall past experiences with meaningful objects or experiential events and have certain expectations about learning English then it is influenced by their perceptions.

2. Factor Influencing Perception

According to Robbins, Judge, and Langton (2007), several factors can influence perception. These are the internal and external factors that influence perception. The internal factors include sensory limits and psychological factors.

According to Robbins and Longton (2007), two factors influence perception. The first external factor is the goal. Characteristics of the observed object can influence perception. Based on perceptual processes, a prerequisite for perception is attention. We find that we tend to pay more attention to stimuli of larger size, movement, and stimuli that are intense, loud, bright, contrasting, novel, and repetitive. The second external factor is the situation, situation, or context in which the object or event is seen and is important in forming perceptions. Ordinary things in normal conditions do not attract attention, but abnormal things in some environments became today's hot topic and attracted a lot of attention. Of the two external factors mentioned above, context is the dominant factor influencing perception. In this case, emotional mood states influence a person's behavior. Mood refers to how a person's emotions at the time affect how they perceive, react, and remember.

3. Issues in Perception

Perception is an argument that every individual has. The challenge that must be faced is the problems that can affect a person's point of view which refers to the person's assessment of the perception. Examples of problems that are often found in perception are bias, stereotypes, and distortion. Bias refers to a person's tendency to process information or make decisions unobjectively. Where a person is fixated on initial information and fails to adjust subsequent information. Furthermore, stereotypes are positive or negative beliefs about a particular social group. Stereotypes can affect a person's perception and behavior toward certain individuals or groups. The last is distortion, distortion is twisting facts or manipulating his words when seeing something that happens. And that causes problems in

perception. Because someone cannot explain the perception by the facts and rules that occur. Then there is a deviation in the perception.

B. Corrective Feedback

1. The Benefit of Corrective Feedback

According to Mahdi and Saadany (2013), corrective feedback was the reaction given to inaccurate statements made by students. According to Khunaivi and Hartono (2015), providing corrective feedback in speaking classes can prevent the perpetuation of incorrect target language use and errors. Furthermore, Maolida (2013, p.121) suggests that a lecturer's corrective feedback is critical to promoting young learners' interlanguage development. She emphasizes the importance of providing clear corrective feedback to ensure students understand the correct target language usage. Solikhah (2016) stated providing corrective feedback from a lecturer can enhance a student's speaking skills. However, it is important to avoid correcting errors while the student is speaking. In other words, corrective feedback should not disrupt the flow of the speech. Corrective feedback is commonly used in language classrooms. Lecturers must provide appropriate corrective feedback to avoid making students feel uneasy.

2. Types of Corrective Feedback

Ranta and Lyster (2007) divided oral corrective feedback into six categories, they are recast, metalinguistic feedback, elicitation, explicit correction, repetition, and clarification requests.

a. Recast

According to Agudo (2014), most scholars categorize recasting as an implicit category. Furthermore, Brown (2014) states that recasting is the process of reforming students' incorrect language utterances and providing related correct information to learners. Furthermore, Lyster's (2013) recasting involves reformulating all errors made by students. For example:

Student: "What is she drink?"

Lecturer: "What does she drink?"

b. Metalinguistic feedback.

According to Gringo (2017) metalinguistic feedback is used by the teacher or lecturer to provide grammar explanations to students based on the target structure. The lecturer provided her information about students' grammatical errors related to students' utterances.

Student: "My father is there last night"

Lecturer: "My father was there last night?. It should be "my father was there last night"

c. Elicitation

According to Solikhah (2016), elicitation involves repeating the correct part of a student's utterance without erroneous or rising intonation to prompt them to correct errors and complete the sentence.

Student: "The black cat wants I to feed her"

Lecturer: "The black cat wants...?"

Student: "Me to feed her"

d. Explicit Correction

Explicit correction is when students provide incorrect information and the lecturer provides the correct form. According to Anggoro (2013), explicit correction involves indicating errors and providing the correct form to students. This type of corrective feedback encourages students to provide a clear explanation for their mistakes.

Student: "On April"

Lecturer: "No. it is 'In April'"

e. Repetition

According to Walsh (2011) repeating an error highlights unacceptable language forms. Lecturers may not directly provide students with the correct form, but repetition is a method of correcting them. Teachers encourage students to correct their language errors by repeating them.

Student: He have to repeat that again

Lecturer: He HAVE to repeat that again?

Student: He has to repeat that again

f. Clarification request.

Clarification requests are made when students express unclear expressions, misunderstand messages, or make mistakes. According to Brown (2014), lecturers use phrases like "Excuse me" or "Pardon" to prompt students to correct their previous statements.

Student: "She flies by herself"

Lecturer: "Pardon?"

3. The Impact of Corrective Feedback

Oral corrective feedback may have both positive and negative effects on language learners. According to Martinez (2006) interrupting a student's performance with error corrections, particularly in front of others, can reduce motivation and hinder language development. According to Elsaghayer (2014) giving oral corrective feedback without considering the students' anxiety can have a negative impact on their learning experience. Furthermore, according to Khunaivi and Hartono (2015) and Muslem and Abbas (2017) when providing corrective feedback to students, teachers should consider their character and ability to benefit from it. Oral corrective feedback may be perceived as ineffective if given at unpredictable times during a student's speaking performance, potentially causing them to stop speaking altogether.

C. Classroom Interaction

1. The Definition of Classroom Interaction

According to Dagarin (2004), classroom interaction is a two-way process where both the lecturer and the learners influence each other. Furthermore, classroom interaction is linked to lecturers' teaching styles. According to Creemers and Kyriakides (2003), the lecturer's style significantly influences classroom interaction. Lecturers who use a variety of teaching styles are more effective at engaging students in class interactions. The lecturer is responsible for encouraging active and purposeful student participation in classroom interactions. Furthermore, the lecturer is responsible for managing classroom interactions. If the lecturer is

unable to manage classroom interactions, the students became unruly and disruptive. It rendered the teaching and learning process ineffective. Aside from that, good classroom interaction is determined by how the teacher allows the students to communicate with one another. According to Ahmed, Shakoor, and Khan (2009), classroom interaction encourages students to actively participate in their learning. It means that when the lecturer allows the students to speak, they are eager to participate in the learning process. Furthermore, Chaudron (2007) added that classroom interactions include classroom behaviors such as turn-taking, question-and-answer, negotiation of meaning, and feedback. According to the explanation above, classroom interaction is all interactions that occur in the teaching and learning process where the lecturer determines the interaction to occur in the classroom.

2. The Importance of Classroom Interaction

The most important aspect of classroom interaction is developing effective communication skills. In the classroom, students usually interact with their teachers, with themselves, and with the materials. If an interaction in class goes well, the learning process in the classroom may be considered effective and efficient. According to Malahan (2001), classroom interaction is a reciprocal action between teacher and student, with the teacher's actions influenced by the students' responses. Class communication is an important part of the learning process. However, students are frequently confronted with issues that impede their ability to actively participate in the classroom learning process. Furthermore, Allwright (2014, p. 159) states that classroom interaction is essential because it is an absolute

requirement of classroom pedagogy. If there is no interaction between the parties in the classroom, we cannot say that a lesson was taught there. Teaching and learning cannot occur without interaction between the teacher and the students.

D. Positive and Negative Impacts Perceived by Students Toward Lecturers' Corrective Feedback During Classroom Interaction

According to Patra (2022), teachers' corrective feedback can have both positive and negative effects on students during classroom interactions. Positive effects include helping students learn to speak and improve their academic performance, whereas negative effects include lowering their self-esteem and intrinsic motivation. The perceived legitimacy of corrective feedback is critical to its effectiveness in the learning environment. Teachers' consistent use of negative feedback can cause students to question their teachers' concern for them, feel unworthy of praise, and require a reward to complete a task.

In exploring the positive and negative impacts perceived by students toward lecturers' corrective feedback during classroom interaction, previous studies provide valuable insights. Research consistently highlights the dual nature of corrective feedback and its varying effects on students.

On the positive side, corrective feedback is often associated with enhanced learning outcomes and increased motivation. For instance, Hattie and Timperley (2019) emphasize that effective corrective feedback significantly improves student understanding by clarifying errors and guiding them toward correct responses. This alignment with the content improves academic performance and fosters a better grasp of the subject matter. Shute (2019) stated that positive corrective feedback

boosts student confidence and encourages a growth mindset, which is crucial for sustained effort and engagement in learning. Furthermore, Nicol and Macfarlane-Dick (2020) stated that constructive feedback leads to higher levels of student motivation and engagement by providing clear guidance and positive reinforcement.

Conversely, the impact of corrective feedback can be negative if not delivered appropriately. Research by Wang and Han (2020) suggests that overly critical or poorly communicated feedback may decrease student confidence and increase anxiety, which can hinder learning progress. Mory (2019) supports this by noting that while corrective feedback aims to address errors, it can sometimes lead to negative emotional responses if students perceive it as harsh or unfair. This nuanced understanding underscores the importance of delivering feedback that is balanced, timely, and clear to maximize its positive impact and mitigate any potential drawbacks.

Based on previous studies, teachers must ensure that corrective feedback is provided in a manner that ensures student acceptance. Appropriate and critical feedback can either motivate or demotivate students, and it is the teacher's responsibility to ensure that the participant makes a realistic assessment of their performance.

According to Solikhah (2016), students perceive several positive impacts from corrective feedback:

1. Improved academic performance: Students who receive constructive feedback tend to perform better on exams and assignments.

2. Improved linguistic abilities: Frequent feedback from lecturers can result in better writing, reading, speaking, and listening skills.
3. Increased self-awareness: Corrective feedback can help students identify their errors and improve their understanding of the subject matter.
4. Positive feedback from instructors increases students' motivation to improve themselves.

On the other hand, Solikhah (2016), also identifies several negative impacts of corrective feedback:

1. Low self-efficacy and confidence: Delivering feedback harshly or critically can have negative consequences for a student's self-esteem and confidence.
2. Increased anxiety: Negative feedback can increase academic anxiety, negatively impacting students' performance.
3. Reduced intrinsic motivation: Consistent use of negative feedback can make students question their teachers' concern for them, feel unworthy of praise, and have a lower sense of intrinsic motivation.
4. Requirement for a reward to complete a task: Students who receive a lot of negative feedback are more likely to need a reward.

Teachers must ensure that corrective feedback is provided with characteristics that ensure its acceptance by students. This can be accomplished by providing feedback in a constructive and supportive manner, emphasizing the

student's strengths, and ensuring that the feedback is legitimate and perceived as helpful.

E. Previous Studies

Mendez and Cruz (2012, cited in Lucy, 2016) conducted a study to assess English teachers' perceptions of oral corrective feedback and its recent implementation in the classroom. They collected data through a structured interview. The study found that teachers had positive perceptions of oral corrective feedback. Some teachers stated that giving corrections is a preference for students. Teachers who consider students' emotions are less likely to provide excessive corrections.

The present study aligned with Mc Cargar's (2015) finding that teachers and students disagreed on whether to correct students' errors directly or only fundamentally. However, students believed that their mistakes needed to be corrected explicitly and directly. Schulz's (2016) study found that while most students prefer frequent corrective feedback, some believe that constant corrections can hinder communication. Furthermore, a study by Bazlı, Balcıkanlı, and Cephe (2016) investigated how teachers and students felt about corrective feedback in an English as a Foreign Language (EFL) context. The study's conclusions demonstrated that generally speaking, instructors and students held similar views regarding corrective feedback. On the other hand, students wanted direct correction when teachers chose not to constantly correct their language performances. Therefore, to avoid being overly used, teachers need to be aware of when and how to correct students.

Corrective feedback is essential in teaching and learning to prevent students from making errors that exceed their current language skills. Some teachers chose to focus on correcting students' fundamental language errors rather than providing frequent corrections, as they were concerned about the impact on students' emotions. In conclusion, teachers must consider when, where, and how to provide appropriate corrective feedback to students without negatively impacting their feelings or slowing communication.



CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the methodology used in the study to answer research questions. One of the most important aspects of conducting research is gathering data. This chapter discusses the research design, research participated, data collection technique, and data analysis procedure.

A. Research Design

This research used qualitative methods to collect and analyze data. The research aimed to explore the perceptions of a few students selected. Qualitative research is the most suitable method to answer the questions of this study. Qualitative research methods are obtained from descriptive data. According to Wouldiams (2007), descriptive qualitative research aims to explain and interpret collected data. Furthermore, according to Adhabi and Anozie (2017), interviews are an authentic method of data collection. The researcher used a semi-structured interview to find out relevant and concrete data.

B. Research Participated

The population of this researcher is sixth-semester students consisting of 140 batches of 2021 students in the English Education Department of Ar-Raniry State Islamic University. The researcher employed convenience sampling to select informants for the study. Convenience sampling is a non-probability sampling technique where informants are selected based on their easy accessibility and proximity to the researcher. This method involves choosing individuals who are

readily available and willing to participate, rather than selecting a representative sample from the entire population (Etikan, Musa, and Alkassim, 2016).

Furthermore, Bryman (2012) recommends that when performing qualitative research, the sample size be balanced. The sample size should not be too small, as this may result in data saturation, nor should it be too large, as this may prevent in-depth analysis. Given the current suggestions, the researcher chose eight English Education Department students to be the research informants for this study.

The sample of this study was eight students of the English Education Department Ar-Raniry State Islamic University. The researcher selected samples using convenience sampling techniques. After that, the researchers selected four females and four males. The researcher then asked them about their CGPA so that they could compare the information provided by informants with high, medium, and low CGPA, ensuring a balance of female and male responses matched their CGPA. Here are the initials names of the informants and their CGPA. Informant one MH had a CGPA of 3.72, informant two IF had a CGPA of 3.67, informant three MJ had a CGPA of 3.64, informant four MF had a CGPA of 3.61, informant five SD had a CGPA of 3.60, informant six LH had a CGPA of 3.53, informant seven NW had a CGPA of 3.47, and informant eight AO had a CGPA of 3.33.

Table 3.1*List of Informants*

NO.	Initials	CGPA	Gender
1	MH	3.72	Male
2	IF	3.67	Female
3	MJ	3.64	Male
4	MF	3.61	Male
5	SD	3.60	Male
6	LH	3.53	Female
7	NW	3.47	Female
8	AO	3.33	Female

C. Data Collection Technique

The data collection technique in this study was interviews. According to Miller (2010), an interview is a technique for gathering information that involves interaction between the interviewer interacts with the interviewee. The researcher conducted interviews because the researcher wanted to gather information from the students and dig further. There are three types of interviews. The first is structured interviews, the second is semi-structured interviews, and the third is unstructured interviews. The researcher used semi-structured interviews. The researcher used semi-structured interviews because they allowed for a flexible and in-depth exploration of informants' perspectives, enabling me to gather detailed and nuanced information that was relevant to understanding their experiences and perceptions. This research was going to seek perceptions involving eight students from the class of 2021 who participated in this study. In this study, the researcher asked several questions to students to explore the impact that students feel toward lecturers' corrective feedback during classroom interactions. This process helped researchers to collect information that complements the needs of researchers. The researcher

asked nine questions related to the title of this study to eight sixth-semester students of the 2021 batch in the English Education Department. The questions were asked to the informants by face-to-face interviews. Thus, the researcher gets evidence on how much students feel the impact of lecturers' corrective feedback during their classroom interactions in the English Education Department.

D. Data Analysis Procedure

This study collected data through interviews and followed a procedure appropriate for analyzing interview data. The analytical method, adapted from Miles, Huberman, and Saldana (2014), consisted of four steps: data collection, data reduction, data display, and conclusion or verification. Firstly, data collection involved gathering information through student interviews. Following this, data reduction entailed selecting, focusing, simplifying, abstracting, and transforming the transcribed data to make it more manageable and meaningful. Next, data display involved organizing the reduced data into visual formats such as charts or tables to facilitate understanding. Finally, conclusion drawing and verification involved interpreting the displayed data to draw meaningful conclusions and checking these conclusions for validity and reliability. According to Creswell (2012), transcription is converting audio recordings into text data. In this study, the researcher recorded and transcribed all student interviews, and then carefully listened to and analyzed the transcribed data. This systematic approach ensured a thorough analysis of the interview data, allowing for meaningful insights into students' perceptions of lecturers' corrective feedback during classroom interactions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings of the research and the discussion of the study on the students' perceived impact towards lecturers' corrective feedback during classroom interaction. In addition, this chapter contains an analysis of the data collected to answer the research question.

A. Research Findings

In this section, the researcher presented the collected data that answered the research questions: what are the positive impacts perceived by students towards lecturers' corrective feedback during classroom interaction and what are the negative impacts perceived by students towards lecturers' corrective feedback during classroom interaction. The data of this research were obtained from interviews that had been conducted with a total of eight informants from the English Education Department of Ar-Raniry State Islamic University batch 2021. The interviewees were anonymously regarded with initials MH, IF, MJ, MF, SD, LH, NW, and AO. After analyzing the data, the researcher discovered several findings related to the research questions. Below are the findings from this research which are explained in detail.

1. Positive Impacts Perceived by Students Towards Lecturers' Corrective Feedback During Classroom Interaction

Based on the interviews conducted with the eight informants, most of them agreed with the question and perceived positive impacts from the corrective

feedback given by lecturers during classroom interaction. They believed that such feedback helped them better understand their errors and the correct information, which in turn prevented them from repeating the same mistakes in the future. Many students mentioned feeling more motivated to learn, as they felt cared for by their lecturers. They also noted that the feedback improved their learning outcomes, boosted their confidence, and clarified their understanding of the material. Moreover, students appreciated the quick learning facilitated by feedback, as it allowed them to avoid the need to read extensive articles or books. Overall, the feedback fostered a conducive learning environment through enhanced student-lecturer interaction, leading to improved understanding and communication skills.

4.1 Improving Student Understanding

Based on interviews with eight informants, most felt that corrective feedback from lecturers helped them improve their understanding of the subject matter. As cited by informants IF.

IF: “Yes, corrective feedback helps me improve my understanding of a lesson because I know what's wrong and can fix it, so I will never do it again.”

There was one informant who felt that corrective feedback from lecturers helped her understand the material better. IF felt that corrective feedback significantly aided in improving her understanding of lessons. She mentioned that receiving feedback helped her identify and correct her mistakes, ensuring that she did not repeat them in the future. This process not only clarified his misconceptions but also reinforced his learning, leading to a deeper comprehension of the material.

Table 4.1*Interview Script. Improving Student Understanding*

Initials	How do you find corrective feedback from your lecturers affects your understanding of the subject matter?
MH	Of course. Even negative feedback has an impact. However, some lecturers simply tell me what is wrong without explaining how to deal with it in the future. But, at some point, the feedback helps me learn.
IF	Yes, corrective feedback helps me improve my understanding of a lesson because I know what's wrong and can fix it, so I will never do it again.
MJ	Not all feedback helps me improve my understanding of the subject, sometimes I need my friends to reinforce the material.
MF	It helps me to understand the material and increases my confidence in the material I understand. Because at times the lecturer also tests my ability to make sure the material given to me has been understood well.
SD	Yes, I find that corrective feedback helps me better understand the subject I am learning.
LH	Yes, corrective feedback can help me remember what I have learned.
NW	Yes, corrective feedback can help me improve my understanding of the material studied.
AO	Very helpful, because perhaps what the lecturer said was something we had never heard before and the feedback that the lecturer provided must have been thoroughly researched.

4.2 Increase Self-Confidence

Based on interviews with eight informants, there was one informant who felt that corrective feedback from lecturers had helped to increase self-confidence, as stated by informant SD.

SD: “Yes, of course, corrective feedback from the lecturer can increase my confidence in my abilities.”

SD felt that corrective feedback from lecturers increased his confidence in his abilities. He felt that by getting constructive feedback, he became more confident in his ability to correct mistakes and improve his skills. SD believed that the feedback provided by lecturers not only helped in understanding where mistakes lay but also provided clear guidance on how to correct them, thus increasing his confidence and motivation to learn better.

Table 4.2

Interview Script. Increase Self-Confidence

Initials	In what ways has corrective feedback from lecturers enhanced your confidence in your abilities?
MH	For example, there is a section that I do not understand, and when I receive feedback, it boosts my confidence.
IF	Yes, corrective feedback from the lecturer can boost my confidence in my abilities, most likely because they used positive language when providing feedback, so I do not feel sad or angry about it.
MJ	It depends, because sometimes lecturers provide feedback in a slightly high tone, even if the language is positive, which can

	temporarily shake my confidence in my abilities.
MF	So, with these activities and activities, it makes me more confident in the material that I have understood.
SD	Yes, of course, corrective feedback from the lecturer can increase my confidence in my abilities.
LH	Yes, of course, corrective feedback from the lecturer can increase my confidence in my abilities.
NW	It was quite helpful for me.
AO	Because if what we convey is correct and the corrective feedback we receive is the same as what we convey, we feel confident in our abilities.”

4.3 Increase Motivation to Learn

Based on interviews with informants, three informants felt that feedback from lecturers affected their increased motivation to learn, as stated by the informants IF, SD, and MH.

IF: “Yes, corrective feedback from lecturers can motivate me to learn because it demonstrates that the lecturer is concerned about what we are doing and therefore provides us with corrective feedback.”

SD: “Yes, my lecturer's corrective feedback affects my motivation to learn.”

MH: “Of course, everyone enjoys receiving positive feedback. I will be motivated if I receive positive feedback.”

Based on interviews with informants, all three informants IF, SD, and MH stated that corrective feedback from lecturers had a positive impact on their motivation to learn. IF revealed that corrective feedback from lecturers had made her feel cared for and expected to improve her performance, which in turn had

increased her motivation to learn. SD also felt the positive impact of the feedback, stating that the lecturer's corrective feedback had played a role in influencing his motivation to learn. In addition, MH added that positive feedback had been very pleasant and motivating, indicating that he had felt encouraged to learn when he received supportive feedback. Overall, all three informants acknowledged that corrective feedback from lecturers had contributed to their increased motivation in the learning process.

Table 4.3

Interview Script. Increase Motivation to Learn

Initials	Do you think feedback from the lecturer affects your motivation to learn?	Are you more likely to feel motivated if the lecturer provides positive feedback?
MH	Corrective feedback can motivate me to learn, but only to a certain extent.	Of course, everyone enjoys receiving positive feedback. I will be motivated if I receive positive feedback.
IF	Yes, corrective feedback from lecturers can motivate me to learn because it demonstrates that the lecturer is concerned about what we are doing and therefore provides us with corrective feedback.	Of course, if my lecturer provides positive feedback, I will be motivated, as everyone wants to receive positive feedback.
MJ	Although it can be discouraging at times, feedback from lecturers encourages me to keep growing and becoming a better person in the future.	Of course, I believe everyone would feel similarly. We are more motivated when our lecturers provide positive feedback.
MF	The impact for me was that it taught me to be more willing to ask questions if there was something I did not understand. All of this motivates me and makes me want to learn more.	If something is incorrect, it encourages me to continue pointing out what I do not understand, and positive delivery can pique my interest in learning and comprehending the material.
SD	Yes, my lecturer's corrective feedback affects my motivation to learn.	Yes, I feel motivated if my lecturer gives me positive feedback.

LH	Yes, because the feedback has motivated me to study harder.	Yes, receiving positive feedback will increase my motivation and activity to improve.
NW	My motivation to study stems from a strong sense of curiosity.	Positive feedback motivates me more than negative feedback.
AO	Yes, with feedback, we will be more enthusiastic about learning, and we will continue to strive for the best results possible from what we have learned. If we do not receive feedback, we will fail to progress.	Yes, because if the feedback given is negative, it may make us give up and feel down about doing things, but negative things can also make us enthusiastic about solving a problem because we do not want to receive that negative feedback.

2. *Negative Impacts Perceived by Students Towards Lecturers' Corrective Feedback During Classroom Interaction*

Based on interviews conducted with eight informants, there are several negative impacts felt by students when receiving corrective feedback from lecturers such as:

4.4 *Decrease Student Confidence*

Based on interviews conducted with eight informants, three informants stated that giving corrective feedback using negative language had decreased students' confidence, as felt by MH, MJ, and AO.

MH: "In my experience, a lecturer gave feedback in a negative tone. For example, (This is incorrect, but you can do it), if the lecturer speaks like that, it can make me stiff. However, the lecturer responded immediately with positive feedback. Some lecturers consistently use negative language when providing feedback. Some lecturers consistently use positive language when providing feedback.

MJ: "It depends, because sometimes lecturers provide feedback in a slightly high tone, even if the language is positive, which can temporarily shake my confidence in my abilities."

AO: "Yes, because if the feedback given is negative, it may make us give up and feel down about doing things.

Table 4.4*Interview Script. Decrease Student Confidence*

Initials	How do lecturers typically deliver corrective feedback (e.g., verbally, in writing, through technology)?	Are lecturers more likely to use positive or negative language when providing feedback?
MH	Throughout my experience, lecturers have always provided verbal feedback. Usually helped with writing and providing examples on the whiteboard.	In my experience, a lecturer gave feedback in a negative tone. For example, (This is incorrect, but you can do it), if the lecturer speaks like that, it can make me stiff. However, the lecturer responded immediately with positive feedback. Some lecturers consistently use negative language when providing feedback. Some lecturers consistently use positive language when providing feedback.
IF	Typically, lecturers provide corrective feedback verbally.	Most of the time, lecturers provide corrective feedback in positive language. I never heard my lecturers give corrective feedback in a negative tone.
MJ	Verbally.	My lecturers prefer to use positive language when providing feedback.
MF	The feedback I got was verbal. In addition, the lecturer frequently makes notes on the blackboard as an explanation chart to help us understand the order of the lecturer's explanations.	The lecturer always used positive language when answering our questions. Sometimes he even encourages us to ask questions in class so that there are no confusing charts in the subject matter.
SD	The lecturer typically provides me with corrective feedback either verbally or in writing.	Usually, my lecturer gives me feedback in a positive manner.
LH	Lecturers usually provide corrective feedback verbally.	Lecturers tend to provide feedback with positive language.
NW	Verbally.	Positive language.
AO	Verbally.	Used positive language.

4.5 Decrease Student Understanding

Based on interviews conducted with eight informants, two of them felt that corrective feedback could decrease students' understanding, as said by MJ and AO.

MJ: "Not all feedback helps me improve my understanding of the subject, sometimes I need my friends to reinforce the material."

MH: "Of course. Even negative feedback has an impact. However, some lecturers simply tell me what is wrong without explaining how to deal with it in the future. But, at some point, the feedback helps me learn."

According to these two informants, although corrective feedback had an important role, there were times when it was ineffective and could actually hinder students' understanding.

Table 4.5

Interview Script. Decrease Student Understanding

Initials	How often do you receive corrective feedback from your lecturers during classroom interactions?	Do you receive corrective feedback more frequently during group discussions or individual interactions?	Are you more likely to receive corrective feedback at the beginning or end of a lesson?
MH	For me, it is rather rare. However, it can also be quite common because it is usually related to pronunciation and vocabulary. For example, if there is an error, the lecturer would immediately correct it.	Group discussions provide more opportunities for feedback. Because the lecturer wants to correct each student, he instructs them to form groups. So, that the lecturer can provide feedback to each student more effectively.	More frequently given feedback at the end of the lesson.
IF	To be honest, I rarely receive corrective feedback from my lecturers,	Usually, I receive corrective feedback on individual class interactions.	I prefer to receive corrective feedback at the end of the lesson because it is

but this semester, I believe I did.

more effective to provide feedback after students have completed their assignments or presentations. For example, when lecturers provide corrective feedback in the middle of students' presentations, they lose focus and become afraid of making the same mistakes again.

- | | | | |
|----|---|---|--|
| MJ | It depends because I rarely interact with some lecturers. | I usually receive corrective feedback during individual interactions because feedback in group discussions is shared by everyone, not just me. | I prefer to receive corrective feedback at the end of the lesson, as this helps me understand the lecturer's point of my performance in class. |
| MF | Of course, when I find something incorrect, I immediately ask for the correct answer, and the lecturer corrects it. | I am receiving more individual corrections. | I often receive corrections at the end of the lesson because I ask for incorrect information. |
| SD | My lecturer always provides me with corrective feedback during classroom interactions. | I receive corrective feedback during individual interactions with the lecturer. | I am likely to receive corrective feedback at the end of the lesson. |
| LH | Not too often. | I receive corrective feedback more often during individual interactions, such as those that identify and correct errors or shortcomings in a situation or my performance. | I think this corrective feedback is more likely to occur at the end of the learning process. |
-

NW	I frequently receive feedback from the lecturer because I am one of those students who frequently ask questions in class and express my opinions during group discussions or individual interactions.	I receive corrective feedback during individual interactions with the lecturer.	I frequently receive feedback at the beginning of lessons.
AO	Rarely, because I do not interact much with the lecturer in class. In class, I only listen to what the lecturer says. However, feedback is frequently given to the class because, as students, we need the truth or something true about what we learn, and we get that feedback from the lecturer.	Individual, because the more my individual understands what is being conveyed, the braver I am to ask something first, because if I ask something, I must first tell you what I want to say and what I want to ask, and then the person we ask will answer the question and provide a reasonable reason.	I am likely to receive corrective feedback at the end of the lesson.

B. Discussion

The findings of this research shed light on the multifaceted impact of corrective feedback provided by lecturers during classroom interactions. Both positive and negative impacts were identified, highlighting the complex nature of feedback in educational settings.

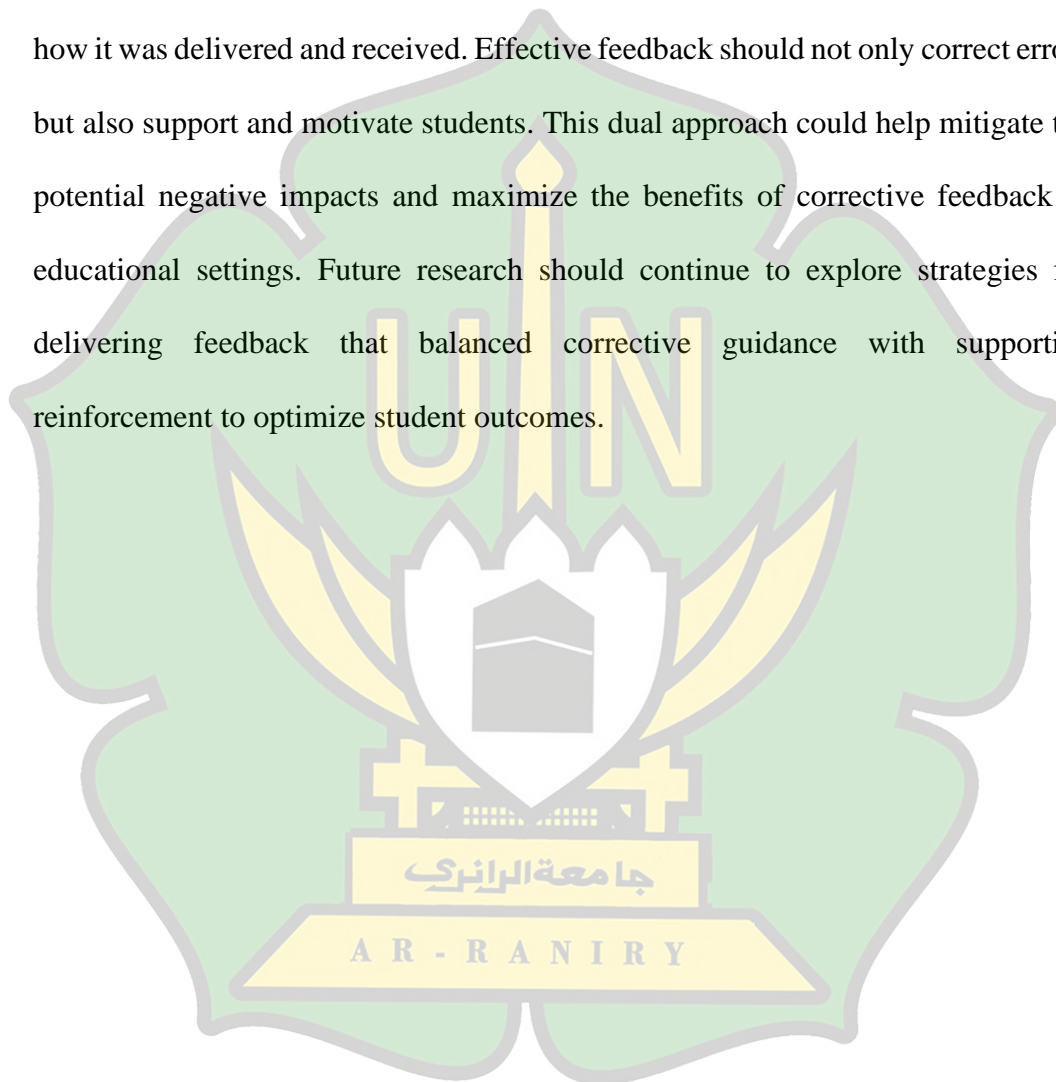
On the positive side, corrective feedback was generally perceived as beneficial by most informants. Many students reported that such feedback significantly improved their understanding of the subject matter. For instance, informant IF mentioned that corrective feedback helped her identify and correct

mistakes, ensuring she did not repeat them in the future. This finding aligned with recent literature which emphasized the importance of corrective feedback in fostering deeper learning and understanding (Hattie & Timperley, 2020). Feedback that clarified errors and guided students toward correct solutions enhanced comprehension and retention of material (Shute, 2020). Informants also highlighted an increase in self-confidence and motivation as positive outcomes of receiving corrective feedback. SD, for example, expressed that constructive feedback boosted his confidence in his abilities and motivated him to improve. These outcomes were supported by studies indicating that positive feedback not only reinforced learning but also enhanced students' self-efficacy and motivation (Kluger & DeNisi, 2021).

However, the research also uncovered significant negative impacts of corrective feedback. Two informants, MJ and AO, reported that corrective feedback sometimes decreased their understanding of the material. MJ felt that not all feedback was helpful and occasionally required reinforcement from peers, while AO noted that negative feedback might lead to discouragement. This observation was consistent with research suggesting that feedback, especially when not properly explained, could sometimes hinder learning (Nicol & Macfarlane-Dick, 2020). The negative impacts were further compounded when feedback was delivered in a manner that diminished students' confidence. Informants MH, MJ, and AO described experiences where negative or harshly delivered feedback affected their self-esteem and motivation. MH's account of receiving feedback in a negative tone, even if the content was correct, reflected findings by Schunk and DiBenedetto

(2021) that feedback perceived as overly critical could negatively impact students' confidence and learning motivation.

Overall, these findings suggested that while corrective feedback was a crucial component of the learning process, its effectiveness largely depended on how it was delivered and received. Effective feedback should not only correct errors but also support and motivate students. This dual approach could help mitigate the potential negative impacts and maximize the benefits of corrective feedback in educational settings. Future research should continue to explore strategies for delivering feedback that balanced corrective guidance with supportive reinforcement to optimize student outcomes.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusions and recommendations based on the research conducted to determine students' perceived impact on lecturers' corrective feedback during classroom interactions. The research findings and discussion are used to draw and formulate conclusions. There are also suggestions for additional research on this topic.

A. Conclusion

The study on students' perceived impact of lecturers' corrective feedback during classroom interactions highlighted the intricate balance between the positive and negative effects of such feedback on the learning process. The findings revealed that corrective feedback was a crucial component in enhancing students' understanding, confidence, and motivation. Students generally viewed corrective feedback positively when it clarified errors, reinforced learning, and guided how to improve. Informants reported that receiving constructive feedback helped them identify and rectify mistakes, leading to a deeper comprehension of the material. This feedback also played a significant role in boosting students' self-confidence and motivation, as it demonstrated lecturers' concern for their learning progress and fostered a supportive learning environment. Positive feedback was particularly appreciated for its ability to motivate and encourage students, enhancing their engagement and academic performance.

Conversely, the study also uncovered notable negative impacts of corrective feedback. Some students experienced decreased understanding when feedback was perceived as unclear or overly critical. Informants reported that negative feedback, especially when not accompanied by constructive guidance, could lead to confusion, embarrassment, and diminished self-confidence. The study highlighted that feedback delivered in a negative tone or manner could affect students' motivation and self-esteem, emphasizing the need for lecturers to be mindful of their feedback delivery.

Overall, the research underscored the importance of balancing corrective feedback with supportive reinforcement to optimize its effectiveness. While corrective feedback was essential for addressing errors and guiding students' learning, its delivery needed to be carefully managed to avoid adverse emotional responses. Lecturers were encouraged to provide feedback that was both corrective and encouraging, ensuring that it fostered a positive and motivating learning environment. Understanding individual students' needs and preferences was crucial for tailoring feedback to enhance its impact. Future research should explore personalized feedback mechanisms, the long-term effects of various feedback types, and the role of technology in delivering feedback. By incorporating these insights, educators could create a more supportive and effective learning experience that enhances students' confidence, motivation, and academic success.

B. Suggestion

To build on these findings, future research should investigate more personalized and adaptive feedback mechanisms that address students' diverse

needs and preferences. This could entail devising strategies for providing corrective feedback in a way that minimizes negative psychological consequences, such as using more private or anonymous feedback methods. Furthermore, it would be useful to investigate the long-term effects of various types of feedback on student motivation and language acquisition.

Lecturers should also be trained to provide corrective feedback in a balanced manner that is both constructive and supportive, fostering a positive learning environment. Incorporating student feedback into the development of corrective feedback strategies can contribute to a more effective and student-centered approach to language teaching.

Furthermore, future studies should explore the impacts of corrective feedback on students' self-esteem and confidence, particularly in the context of public speaking and presentations. Furthermore, the study could investigate the function of technology in offering corrective feedback, such as using online platforms and digital tools to deliver feedback.

Overall, the study emphasizes the necessity of understanding students' views of remedial feedback and lecturers' ability to strike a balance between correction and encouragement. By incorporating these findings into future research and teaching approaches, educators can create a more supportive and effective learning environment that boosts students' confidence, motivation, and language skills.

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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-2941/Un.08/FTK/Kp.07.6/04/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

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 Presiden 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 Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;

7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;

8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;

9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;

10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;

11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara : **Dr. Nashriyah, M.A**

Untuk membimbing Skripsi

Nama : **Fanie Nabila**

NIM : **200203024**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Students Perceived Impact Towards Lecturers' Corrective Feedback During Classroom Interaction**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 April 2024
Dekan :


Safrunululk

BLU

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perpustakaan Negeri (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

Appendix B: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5115/Un.08/FTK.1/TL.00/7/2024

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FANIE NABILA / 200203024**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Lr. Puskesmas No. 13 Lamugob

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Students Perceived Impact Towards Lecturers' Corrective Feedback During Classroom Interaction*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 10 Juli 2024

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,

A R - R A N



Berlaku sampai : 23 Agustus
2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Confirmation Letter of Conducting Research from English Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B-341/Un.08/PBI/Kp.01.2/7/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:


Nama : Fanie Nabila
NIM : 200203024
Fak/Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Alamat : Lr. Puskesmas No. 13 Lamgugob

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Students Perceived Impact Towards Lecturers' Corrective Feedback During Classroom Interaction"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 Juli 2024
Ketua Prodi Pendidikan Bahasa Inggris,


Syarifah Dahliana

Appendix D: Interview Protocol

INTERVIEW PROTOCOL

Project : Students Perceived Impact Towards Lecturers'
Corrective Feedback During Classroom Interaction

Time of Interview :
Date :
Place :
Interviewer : Fanie Nabila
Interviewee :
Age of Interviewee :
Gender of Interviewee : Female/Male
Position of Interviewee : Department of English Education at Ar-Raniry
State Islamic University

List of Question

Positive Impact Questions:

1. How do you find corrective feedback from your lecturers affects your understanding of the subject matter?
2. In what ways has corrective feedback from lecturers enhanced your confidence in your abilities?
3. Does corrective feedback from lecturers boost your motivation to learn?
4. Do you feel more motivated when lecturers provide positive feedback?

Negative Impact Questions:

1. How often do you receive corrective feedback from your lecturers during classroom interactions?
2. Do you receive corrective feedback more frequently during group discussions or individual interactions?
3. Are you more likely to receive corrective feedback at the beginning or end of a lesson?

4. How do lecturers typically deliver corrective feedback (e.g., verbally, in writing, through technology)?
5. Are lecturers more likely to use positive or negative language when providing feedback?



AUTOBIOGRAPHY

1. Name : Fanie Nabila
2. Place/Date of Birth : Banda Aceh / August 19th 2002
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Lr. Puskesmas No. 13 Lamgugob
7. Email : 200203024@student.ar-raniry.ac.id
8. Occupation : Student of the Department of English Language Education, UIN Ar-Raniry
9. Parents
 - a. Father's Name : Ir. Zufli Zainun
 - b. Mother's Name : Faridah Andriani
 - c. Father's Occupation : Self-employed
 - d. Mother's Occupation : Housewife
10. Address : Lr. Puskesmas No. 13 Lamgugob
11. Educational Background
 - a. Elementary School : SD IT Al-Azhar Cairo Banda Aceh
 - b. Junior High School : SMP Negeri 6 Banda Aceh
 - c. Senior High School : SMA Negeri 4 Banda Aceh
 - d. University : UIN Ar-Raniry Banda Aceh

