

**LECTURERS' STYLE ON GIVING FEEDBACK IN
LEARNING ENGLISH AT ENGLISH DEPARTMENT OF
IAIN LANGSA.**

SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *"Lecturers' Style on Giving Feedback in Learning English at English Department of IAIN Langsa"* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

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Yang membuat pernyataan



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Abstract

Sartika, indah. 2021. Lecturers' Style on Giving Feedback in Learning

English at English Department of IAIN Langsa.

Supervisor (1). Cut Intan Meutia, M.A (2) Fadhillah Wiandari, M.Hum

This study was about exploring the styles of the lecturers on giving feedback in learning English at the English Department of IAIN Langsa. This study was aim to describe the lecturers' style on giving feedback in learning English. The problem in this study was analyzed by using qualitative descriptive method. The data were collected by questionnaire which the aim is to find out the style of teacher on giving feedback in learning English. In this study, the researcher found that there are several oral feedback applied in English classroom : 70,75% for Explicit correction, 82,15% recast , 100% clarification request, 98,25% metalinguistic , 99,7% elicit , and 68,9% for repetition. . that the most prevailing oral feedback that applied by lecturers' is clarification request. Furthermore , the lecturers also treat students by written corrective feedback, they are : 98,35% for Direct corrective feedback, 89,6% Indirect Corrective Feedback, 75,8% Metalinguistic corrective Feedback , 86,23% the focus feedback, 81,53% Electronic Feedback, and 77,55% Reformulation feedback. , in written feedback, the lecturers mostly conduct direct corrective feedback to the students in their English classroom.

Keywords: *corrective feedback, learning English*

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CHAPTER I

INTRODUCTION

This chapter reveals the introduction of this study. It includes the background of the study, Formulation of problem, Objectives of Study, Significances of study, also scope and limitation.

A. Background of Study

Feedback is one of a few areas in which, recently become the crucial one in teaching and learning activity. As qualified people, Teachers usually provide feedback to assure the running of the students' succesful and achievements. It is in line with Marzban and Sarjami in their journal, Speculate that in a lot of the theory of second language learning and pedagogy, the role of feedback has been underscored.¹

Hattie and Timperley, define that feedback as the given information from many agents (e.g., teacher, peer, book, parent, self, experience) regarding someone's improvement.² Furthermore, Bookhart as cited in Amri, states that feedback is a kind of information such as correction, advice, guidance, progress from lecturers to their students about his performance in giving material, in order to improve their performance.³ Thus, it means that feedback contains some information that is needed by students.

¹ Behnam Behroozi & Amin Karimnia, "Educational Context and ELT Teachers' Corrective Feedback Preference: Public and Private School Teachers in Focus", international journal of research in english education , 2017,p.10

² John Hattie and Helen Timperley, "The Power of Feedback", Review of Educational Research, March 2007, Vol. 77, No. 1, pp. 81-112, p.81

³Walid Amri, *Teacher's Oral Corrective Feedback Strategy in English Language Classroom*, (Banda Aceh : Faculty of Tarbyah and Teacher Training Ar-Raniry State Islamic University Darussalam, 2016), p.1

However, to be proficient in learning English, the English learners need a lot of contributions not only from themselves but also from the teacher. The students and the teacher together may encounter errors in learning English that students have to stumble over and over again. On one hand, Students tend to be viewed as mere recipients when they can be active and proactive agents in the feedback process.⁴ On the other hand, the teacher needs to repair those errors with the teacher's feedback. It provides the opportunity for instruction to be tailored to the needs of individual students through face-to-face dialogue and written commentary at various points.⁵

Moreover, feedback also can be media to prevent errors of students by touching the affective side of students. It is in line with Diane Larsen and Freeman argue that everyone knows that being a good teacher means giving positive feedback to the student and being concerned about their affective side or their feeling.⁶In addition, feedback from the teacher can create a motive revising; without these comments, students will revise their work in a consistently, narrow, and predictable way.⁷ Furthermore, Harmer as cited in Anggraeni's academic thesis, said that good learners are enthusiastic to be

⁴Icy Lee, *Student reactions to teacher feedback in two Hongkong Secondary Classroom*,

⁵ D. R. Ferris and J. S. Hedgcock, *Teaching ESL Composition; Purpose, Process, and Practice*, (USA: Lawrence Erlbaum Associates Inc., 2005), 2nd Ed., p. 185.

⁶Diane Larsen & Freeman, *Techniques and Principles in Language Teaching*, (New York : Oxford University Press, 2000), P.5

⁷ N. Sommers, *Responding to Student Writing in I. L. Clark, (Ed.), Concepts in Composition: Theory and Practice in Teaching of Writing*, (New Jersey: Lawrence Erlbaum Associates Publisher, 1982), p. 233.

corrected if it helps them in learning.⁸ So that, the students will not do the same errors and have the courage to do better in learning.

The problem then, In IAIN Langsa, especially in English Department, Almost all the lecturers are used to apply positive or negative feedback by using their own style in giving feedback. However, not all those feedback successfully and create positive impacts on students. There are some lecturers who praise students and encourage students. While others, just correct students' errors and giving scores, without taking a look at students' responses to the lecturer's feedback, the lecturer may run the risk constantly in apply many ways on giving feedback that is counter-productive, and many comments or advice related to students' errors. This variety of the way of lecturer on giving feedback leads students to reluctant in learning English. It seems that they were too afraid of making errors. Even though making errors are a common thing in learning the language. It such a natural habit in learning circumstances. Moreover, the making errors of students can be considered as an important source of how the student understanding in learning.

Considering that the lecturers have their own way of giving feedback, This writer is interested in discovering the thesis entitled **“LECTURERS’ STYLE ON GIVING FEEDBACK IN LEARNING ENGLISH AT ENGLISH DEPARTMENT OF IAIN LANGSA”**. In this

⁸Wahyu Anggraeni, *The characteristics of Teacher's feedback in The Speaking Activities of The Grade Nine Students of Smp N2 Depok*, (Yogyakarta : Yogyakarta State University, 2012), p.3

research, qualitative research was used to analyze the data. The analyses were done and presented as a complete description.

B. Formulation of Problem

Based on the explanation of the background of the study above, the researcher organizes formulation of the problems as follow :

1. What are the styles of lecturers on giving feedback in learning English at the English Department of IAIN Langsa?

C. Objective of Study

Based on the formulation of the problem above, the objectives of the research, are as follow:

1. To describe the styles of the lecturers on giving feedback in learning English at the English Department of IAIN Langsa.

D. Significance of Study

On the result of research, the researcher expects this research to have significance :

1. Theoretically

This research will be given information about the kind of feedback and its purpose. Moreover, this study gives additional information

about the feedback that implemented by lecturers at the English Department of IAIN Langsa.

2. Practically

Hopefully, the finding of this research is able to give a positive contribution in improving the teaching strategy of English lecturers, especially in providing feedback on students.

For students, they can learn more and capable to respond to the lecturer's feedback in learning English. Finally, the results of this study can stimulate the other researchers who are interested in the topic and give a contribution as references in the in-depth study of feedback for further researchers.

E. Scope and Limitation

The study concentrates on lecturers' style of giving feedback in learning English, not other language classes. Furthermore, this study only concentrates on affective and informational feedback. The subject of this research is the lecturers of the English Department of IAIN Langsa in the academic Year of 2021/2022 who teaches English, not lecturers out of those characteristics.

CHAPTER II

LITERATURE REVIEW

This chapter serves a brief explanation of many theories that support this research. It includes previous studies and theoretical frameworks that support the study.

A. Previous Study

There are other researchers who have conducted similar research that concern teacher's Style on Giving Feedback in Learning English. Firstly, the thesis of M Tolkhah Adityas, entitled "*The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*" This study investigated the effect of teacher's feedback in speaking class on students' learning experience in the local context. This study involves sixty-eight participants from three classes in the eleventh grade of MAN Tempel, Yogyakarta. Observational study and survey are the methods utilized to gain the data. Supported by qualitative data, this study attempts to figure out the effect of teacher feedback in speaking class on students' learning experience. From the study, it was understood (1) that two types of teacher's feedback namely affective feedback and informational feedback occur in speaking class, and (2) that teacher's feedback contributes beneficial effects to students' learning experience.

Second, the thesis of Wahyu Anggraeni from the English Education Department, faculty of language and arts of Yogyakarta State University in the academic year 2015, entitled "*The Characteristics of Teacher's Feedback in The Speaking Activities of The Grade Nine Student*

of SMP N2 Depok”. In her research, she focus on categories, types, and purposes of teacher’s corrective feedback in speaking class activities. The result of her research shows the preferences of teacher’s feedback in the speaking activities as well as the total distribution of each type of feedback.

thirdly, the study conducted by Xialing Liu and Changping Zhou, entitled “*The Effect of Online Feedback Types on Foreign Language Writing*” In this study a comparison is made concerning the effect of online teacher feedback and online peer feedback on foreign language writing and the learners’ attitudes toward online feedbacks. To address the issues, an experiment is carried out between two university classes, who received online teacher feedback and online peer feedback respectively. Based on the analysis, the major findings are obtained as follows. Firstly, the writing in each group has been improved significantly after the application of online feedback. However, no significant difference is shown between groups A and B. Secondly, students in both groups can incorporate feedback into their revisions, though there exist some differences in the number of successful revisions and kinds of revisions between the two groups. Finally, both online teacher feedback and online peer feedback are very well received by most students respectively. The research findings indicate that online feedback should be adopted in foreign language writing teaching.

Fourthly, the study of Icy Lee, entitled “*Student Reaction to Teacher Feedback in Two Hongkong Secondary Classrooms*” This study

investigates the reactions of students in two Hong Kong secondary classrooms to their teachers' feedback, focusing particularly on the factors that might have influenced their reactions. Student data from questionnaires, checklists, and protocols were triangulated with teacher data from interviews, classroom observations, and feedback analysis to situate student reactions in their specific contexts. The results show that students, irrespective of proficiency level, wanted more written comments from teachers. The students of lower proficiency were less interested in error feedback than those of higher proficiency, though both groups preferred more explicit error feedback from teachers. Students did not understand all of the teacher feedback, which could be due to its illegibility, apart from other plausible factors not explored in the study. The results suggest that the teachers' feedback, which was mostly teacher-centred, made students passive and dependent on teachers. The paper concludes that it is important for teachers to be aware of the impact of their feedback practices on student expectations and attitudes, which should be fed back to teachers to help them develop reflective and effective feedback practices.

Fifthly, the research conducted by Gholam Reza Abbasian and Popak Bahmani, entitled "*Retropective vs Prospective Corrective Feedback Impacts on Developing EFL Learners' Writing Ability and Learner Autonomy*" .This study aims to compare the Iranian EFL learners' writing ability and their autonomy when receiving two different corrective feedback in writing: Retrospective vs. prospective corrective

feedback. For this purpose, forty two Iranian intermediate-level EFL learners aged 16- 19 years old were chosen. During ten treatment sessions writings of retrospective group were corrected, lists of frequent errors were then presented to the learners. The frequent errors identified from the writing of retrospective group were highlighted for the prospective group prior to their writings. Their performance measured by a pre-test and post-test revealed that the participants led by the prospective corrective feedback outperformed the retrospective group, but showed no significant promotion in their autonomy in learning.

Sixthly the study of Behnam Behroozi1 & Amin Karimnia, entitled “*Educational Context and ELT Teachers’ Corrective Feedback Preference: Public and Private School Teachers in Focus*”. This study investigated the possible relationship between educational context and English Language Teaching (ELT) teachers’ corrective feedback preference. To this end, 42 Iranian EEFL teachers from some private language institutes and 39 Iranian EFL teachers from different schools in Shiraz, Iran participated in the study. The Questionnaire for Corrective Feedback Approaches (QCFAs) was used as the instrument in this study. The questionnaire consisted of five different approaches of error correction: repetition, recast, elicitation, explicit correction, clarification, and request. In order to compare the preferred corrective feedback perceived by the institute instructors and school teachers, the researchers ran the Mann-Whitney’s U test. The results revealed that the school teachers preferred the repetition approach most frequently, followed by

clarification request, elicitation, explicit correction, and recast. On the other hand, the institute instructors chose the recast approach, clarification request approach, elicitation, explicit correction, and repetition in the order of their preference for error correction. The findings also showed that the school teachers significantly preferred the explicit correction and repetition more than private (institute) teachers.

B. Feedback

1. Definition of Feedback

Feedback is widely considered as the most important factor in encouraging and consolidating learning. In Sutton, et al, Kluger and Denise defined feedback as “actions taken by an external agent to provide information regarding some aspect(s) of one’s task performance”.⁹

Furthermore, Wolsey in Wahyu Anggraini, said that feedback is communication intended to improve overall performance.¹⁰ It is in line with kauchak as cited in Adityas, explain the feedback as the closing “loop” in the process of teaching and learning in order to fix learning results and make them permanently available.¹¹ The given feedback can be useful for a student to learn more. The student will get praises, advice, correction, and also praises for their work. As Black and Wiliam in (1998) explain that students will be involved in learning when the teacher employ his feedback on specific students’ error and tell them how to fix it.¹²

2. Types of Feedback

a. Oral Feedback

Every EFL teacher possesses their own choices of oral feedback.¹³ kind of oral feedback they have the freedom to determine

⁹ Sutton, R., Hornsey, M.J., & Douglas, K.M. ,*Feedback: The communication ofpraise, criticism, andadvice. (Peter Lang Publishing: New York, 2011), p.1.*

¹⁰Wahyu Anggraeni, Op. Cit p.21

¹¹M. Tolkhah Aditya, *The Effect of Teacher’s Feedback in Speaking Class on Student’s Learning Experiences* p.15

¹² Mega Yulia, Yetty Zainil, *An Analysis of Teachers’ Oral Feedback in EFL Classroom Interaction at SMP Negeri 10 Batam*, Journal of English Language Teaching, vol.1, DOI:10.24036/jelt.v10i1.111373, 2021, p.46

¹³ Erfiani Irawan and Kisman Salija, *Teachers’ Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)*, ELT Worldwide Volume 4 Number 2 (2017).

which kind of oral feedback will be employed because there are so many kinds of oral feedback.

Ellis in her journal, *A Framework for Investigating Oral and Written Corrective Feedback*, classified oral corrective feedback into two categories, they are implicit-explicit corrective feedback and input providing-output pushing corrective feedback. Each broad category has its own strategy for giving oral corrective feedback.¹⁴

Lyster and Ranta as cited in Wulandari divide oral corrective feedback strategy into six, they are :¹⁵

1) Explicit correction

In this type, the teacher provides correct form on students responses. the teacher indicates clearly that what the student had said was incorrect.

Example :

S: “ she bring a flower”

T: “ she brings. You need to put s on the verb”

2). Recast

¹⁴ Rod Ellis, Op. Cit., p. 338.

¹⁵ Ayu Sekar Wulandari, , Op. Cit p.18

The teacher implicitly reformulates all of part student's utterances without indicating directly that the student's answer was incorrect. Veliz in Hadzic agree that recasts “make a complete reformation of learner's ill-formed utterance and provide relevant information which is obligatory but is either missing or is wrongly used in the learners' utterance”¹⁶

Example :

S: “ ...to buy”

T: “to buy. Nice “

3). Clarification request

A clarification request is needed when the student's response is misunderstood by the teacher. So that the teacher gives a response such as a question to make students clear about the answer. This type of feedback can refer to problems in comprehensibility inaccuracy.

Example :

S : “ i want to school tomorrow “

T : “ excuse me, what do you mean by “want” ?”

4). Metalinguistics Feedback

This feedback obtains either comments, information, also question related to student's utterances. Those indicate that students

¹⁶ Sanja Hadzic, *Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden*, (Sweden: Linnaeus University, 2016), p.8

make mistake. Generally, metalinguistics feedback refers to solve student error grammatically.

Example :

S : “I have eat some fruits”

T : “ what verb do we need to put after using have in simple perfect tense?”

5). Elicit

This feedback contains three techniques that used by the teacher directly to stimulate students in giving a correct answer. Firstly, the teacher states incomplete in order to make students continue the form.

Example :

S: “ the boy read the novel goodly”

T: “the boy read the novel goodly? The boy read ... “

Second, the teacher uses a question to elicit correct forms.

Example :

S : “ how do we say “ bender” in English?

Third, teacher occasionally asks the student to reformulate the sentence.

Example :

S : “I utilize the jacket :

T : “pardon me, he utilizes the?? The jacket?”

6). Repetition

In this way, the teacher does a repetition on student errors utterances. In most cases, the teacher use intonation to highlight the error.

Exaample :

S : “ the boys is . . . “

T : “ the boy is? Do u see your mistake? Ithe boys are plural, so you need to put “are”.

b. Written Corrective Feedback

According to Bitchener, written corrective feedback is helping students acquire and demonstrate mastery in the implementation of linguistics and structure in writing.¹⁷ It is in line with Truscott's argument which states that written corrective feedback is the correction in student work of their grammatical errors in order to improve student's writing skills to write accurately.¹⁸ Based on those definitions, we assume that written corrective feedback is implemented by the teacher as a way of correcting students' mistakes in writing.

Ellis, in his journal, classified written corrective feedback into six categories, namely :¹⁹

¹⁷ John Bitchener – Ute Knoch, “*The Value of Written Corrective Feedback for Migrant and International Students*”. Language Teaching Research. Vol. 12 No. 3, 2008, 410.

¹⁸ John Truscott. “*The Case against Grammar Correction in L2 Writing Classes*”. Language Learning Article. Vol. 46 No. 2, 1996, 329

¹⁹ Rod Ellis, “ A Typology off Written Corrective Feedback Types” EngliSH Language Teaching Journal. Vol.63, 2009, 97-107.

1) Direct Corrective Feedback

On the direct corrective feedback, the teacher provides the students with the correct form directly. Usually, the teacher crosses out unnecessary phrase, words, punctuation, etc.

Direct corrective feedback can be useful for students at the beginner level. On the one hand, It is because the teacher corrects their mistake directly. In the other hand, it stimulates the student to be lack of self-correction. Also, direct corrective feedback contributes to learners, short term learning because they know the correct form but still have no idea why it is correct and incorrect.

2) Indirect corrective feedback

In this kind of feedback, the teacher just indicates the existence of errors but she does not give corrections. The teacher shows the mistake by underlining the errors.

By implementing this way on giving feedback, the teacher creates a positive impact on students and guide learners to learning and problem-solving. On the contrary, this kind of feedback also has a negative impact on the student who is lack grammar knowledge because it will be very hard to analyzed and correct their mistake.

3) Metalinguistic corrective feedback

In this type, the teacher presents many metalinguistic clues to identify student errors. The clue can be a code in abbreviation form.

For instance, the teacher may write “sp” for spelling, “WW” for the wrong word, etc.

It is believed that metalinguistic corrective feedback help student to improve their accuracy in writing. But, it is difficult for a student to understand the explanation of teachers who applies metalinguistic corrective feedback.

4) The Focus of Feedback.

There are two types of focus of feedback, they are focused feedback and unfocused feedback. focused feedback can be inferred that teacher just correct students’ mistake only for one type of error. whereas, the unfocused feedback has no limitation for teachers in correcting students’ errors.

5) Electronic feedback

It cannot be denied that in this kind of feedback, the teacher involved the technology to correct the student's work. Commonly, the teacher provides a hyperlink to elaborate student mistake.

6) Reformulation

In reformulation, the whole idea on students’ text to retain the original meaning but it reformed to make the language seems native-like as possible.

3. Significances of feedback in learning Language

Feedback gives so much positive effect on students. If the teacher applies the feedback wisely even in many ways, there are many reasons to say that feedback can be an effective way for the students in the

classroom to improve their skill and obtain a better knowledge of a second language. As the statement of Ellis in Rydhal, who states that a teacher often implements different implements of feedback randomly, or uses the same feedback regardless of the type of students' mistake.²⁰ teacher feedback also has a lot of contribution to the students. Lewis in Anggraini assumes that feedback is a way of explaining the student's progress and facilitate them on their improvement.²¹

There are many ways that teachers can assist by explaining the aims, improving commitment, or expanding efforts in order to achieve student through feedback. In addition, Ellis provides another definition of feedback as the identification and correction of learner's error and the positive reinforcement of correct utterances.²² But, the teacher must be more careful in identification students' errors. According to those statements, we know that feedback has so many significance. Here are the significances of feedback according to Maryn:

- a. Feedback is a way that is used by the teacher to specify learner language. It obtains student's information about the development of the class. In the teaching and learning process, feedback is a more beneficial form than marks.

²⁰ Susanna Rydahl, Engelska, *Oral Feedback in the English Classroom: Teachers' Thoughts and Awareness*, Karlstads universitet 651 88 Karlstad, 2005. P.6

²¹ Wahyu Anggraeni, "The Characteristics of Teacher's Feedback in The Speaking Activities of The Grade Nine Students of SMP N2 Depok" (Yogyakarta: Yogyakarta State University)p.21

²²R. Ellis, *classroom Second Language Development*, (Englewood Cliffs: Prentice Hall), 1988, p.274.

- b. Feedback consists on hints that utilized by the student to improve their language skills. Feedback will give useful commentary that will assist the student in the next chance of learning.
- c. Feedback informs the student about their current language skills. Not only on giving feedback to learners about their weakness and mistakes but the teacher also
- d. give tips to students orally or written to the student.
- e. Feedback can be a beneficial stimulus to the student. It can be motivation for students better than giving marks or grades.
- f. Feedback engages the student to study independently in learning. The objective is to guide the student to find their own mistakes. Since feedback provides the student correct forms, then students are helped to do not make the same mistakes.²³

C. Teaching and Learning English as a Foreign Language

learning English is a systematic process planned by the teacher in order to assist the student in practicing English through experiences, in order to make the student get used to English so they can use English as a tool for written and spoken communication.

learning is scheming or design as an effort to engage the student to learn, in order to bring students to interact with the teacher as a source of learning and interacting with the entire learning resources to achieve the desired learning. Furthermore, Dick and Carey as cited in Dilla state that

²³Maryn Lewis, “ Giving Feedback in Language Classes. RELC Portfolio Series” , (Singapore: The University of Auckland, 2002), p.3.

learning is instructional are a systematic process in which every component is crucial to successful learning.²⁴ Then, brown explains that Learning is acquiring knowledge of a subject or a skill by study, experience, or instruction. In the other words, learning is a mindful process that can improve skills and knowledge.²⁵

From the definition above, we can conclude that learning English is a systematic process planned by the teacher to assist the student in practicing English through experiences, in order to make the student get used to English so they can use English as a tool for written and spoken communication.

²⁴Dilla Nawang Kharisma," *A study on Student's Motivation in Learning English at The Eight Grade of SMP Ta'mirul Islam Surakarta in The Academic Year 2018/2019*, p.27

²⁵ H. Douglas Brown, *Principle of Language Learning and Teaching*. (Fifth Edition, 2007) , P. 7

CHAPTER III

METHODOLOGY

In this chapter, the researcher will elaborate on the methodology employed in this study in order to answer each question of the research problem which has mentioned in Chapter I. This chapter is divided into five parts, namely Research Design, Research Setting, Population and Sample, The Procedure of Data Collection, and The Procedure of Data Analysis.

A. Research Methodology

Deliberating to the objectives of this research, the design of this study is descriptive qualitative research. Look at qualitative research, Denzin and Lincoln state that qualitative research is “multi-method in focus, involving an interpretative, naturalistic approach to its subject matter”.²⁶ It is designed to gathering and understanding the phenomenon in their natural setting.

Qualitative research also applies semiotics, narrative, content, discourse, archival, and phonemic analysis, even statistics. Furthermore, it draws upon and utilizes the approaches, methods, and techniques of ethnomethodology, phenomenology, hermeneutics, feminism, deconstructionism, interview,

²⁶Siti NurMaela, *Teachers' Styles In Teaching English On Student At MA Al Hikmah 2 Brebes In The Academic Year 2017/2018*, (Surakarta : English Education, Islamic Education and Teacher Training Faculty of State Islamic Institute of Surakarta, 2018), p.31

psychoanalysis, cultural studies, survey research, and participant observation, among others.²⁷

Then, Descriptive research is a type of research that asks questions about the nature incidence, or distribution of the variable. it involves describing but it is not manipulating the variable.²⁸ Descriptive research only reveals something naturally. It is in line with Gay (1987: 11) descriptive research engages collecting data to test hypotheses or answer questions relates to the current status of the object of the study. The descriptive study not only determines but also reports the thing. Based on that statements, it can be inferred that the research happens naturally also has no control over the event and only measure what already exists.

In collecting data a questionnaire to collect the data. Then it is analyzed, explained, and reported in the narrative. Furthermore, the researcher place conclusion for and gives a conclusion for the current event based on data by the descriptions of the analysis according to the types.

B. Research Setting

This research is conducted at the English Department of IAIN Langsa. It is located at Meurandeh street, Langsa, Aceh. The participant in this research were students eighth semester of the English department of IAIN Langsa.

²⁷ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to schoolBased Research*, (New York, Routledge, 1995), p. 26 - 27

²⁸ Donald Ary, et, all. *Introduction to Research in Education, Canada: Wadsworth, Cengage Learning, 8th , Edition, p. 640*

C. Research instrument

The following instruments were used in conducting this study.

1. Questionnaire

Ary et al assumed that questionnaire is an instrument in which respondents provide written responses to question or mark items that indicate their responses.²⁹ A set of questionnaires was addressed to the teacher to collect the data of the kind of feedback that implemented by teachers in the classroom activities.

There are many types of questionnaires. First, the structured or close questionnaire. Second, the unstructured or open questionnaire. Third, combination (between structured and unstructured).³⁰

In this research, the researcher implements the structured or close type of questionnaire. It because that kind of questionnaire could facilitate the respondents and the researcher to acquire the data.

D. Data Collection Procedure

²⁹Ary, et.al, . *Introduction to Research in Education*, (NY: Holt Rinehart & Winston Inc, 1990), p. 56

³⁰ William M K Trochim. *The Research Methods Knowledge Base*. (Ithaca,N.Y: Cornel Custom Publishing1999), 113

In providing data related to the topic, the researcher created an online questionnaire by using the google form. Then, the researcher distributed the questionnaire to all the students at eight semesters in the English Department of IAIN Langsa through the WhatsApp group of each class.

E. Data Analysis Technique

After distributed the questionnaire, the researcher analyzed the data of the questionnaire. The researcher classified students' answers to the questionnaire. To obtain the result, the researcher interprets the data percentage and data frequency in the table. The table referred to the students' answers to the questionnaire which is related to the types of lecturers' feedback. then, the researcher also gave meaning to information and concluded.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward lecturers' style on giving feedback in learning English at the English department of IAIN Langsa. This part presents the collected data from the questionnaire to answer the question mentioned in the problem of the formulation.

A. Research Findings

In this study, the researcher obtained the data from the students' answers to the questionnaire. The researcher used google form as a platform to create an online questionnaire. Then, she shared the questionnaire via the WhatsApp group of each unit from 8th to 18th of May, 2021. There are 10 students of unit 1, 13 students of unit 2, and 22 students of unit 3. But, only 28 students be the respondents of the questionnaire to analyze.

Before creating the questionnaire the researcher had straightened up the indicator of giving feedback. In this case, the researcher decided to enforce the theory of Lyster and Ranta for the oral corrective feedback. This theory had been applied in many studies both local and international such as the research that has been done by Behrozi and Karimnia in Iran, also Ayu Sekar Wulandari in Indonesia. This is concerning the six kinds of oral feedback. Moreover, the written corrective feedback theory that the researcher cited to settle up the indicator of giving feedback also has been applied in many

theses, one of them is the thesis of Jingling Chen, in Japan. That theory had been arranged to be the indicator of giving feedback such as bellow :

Table 4.1: the indicator of giving feedback

No	Theory	Question
1.	Oral Feedback	
	a. Explicit Correction	6, 8
	b. Recast	1,4
	c. Clarification Request	5, 10
	d. Metalinguistics Feedback	12
	e. Elicit	3, 7
	f. Repetition	2
2.	Written Feedback	
	a. Direct Corrective Feedback	2, 12
	b. Indirect Corrective Feedback	4
	c. Metalinguistic corrective Feedback	5
	d. The focus feedback	1, 7, 9
	e. Electronic Feedback	3, 6, 10
	f. Reformulation	8, 11

Based on the data gained from the questionnaire, the researcher found the percentage of each kind of feedback that presented as follow:

1. Oral Feedback Applied by the Lecturers' on Learning English at English Department of IAIN Langsa.

According to the typology of oral feedback by Lyster and Ranta, there are many types of oral feedback, they are Explicit correction, recast, clarification request, metalinguistic, elicit, repetition.

The researcher elaborated the data of questionnaire result, that is the occurrence of each type of feedback by calculating the percentage of students giving scale 'always' 'often' 'sometimes' 'never' on each statement on the questionnaire. Each statement of the questionnaire implies the type of oral feedback. to make it easier in explaining, the researcher classified it based on the types of questions on the questionnaire, as follow :

- a. Explicit Correction

Question numbers 6 and 8 represent explicit correction. Based on the data from the questionnaire, question number 6 there is 17,2% choose always, 31% for often, 41,4% for sometimes, and 10,3 % for never. Moreover, question number 8 shows that 27,6 % for always, 41,4% for often, 31% for sometimes, and 0% for never.

- b. Recast

The question for recast is at numbers 1 and 4 on the questionnaire. On number 1, it proves that there is 3,6% students said always, 35,7% often, 53,6% sometimes, and 7,1% never. Then, on question number 4 can be seen that 10,7% of students answer always, 32,1 % often, 28,6% sometimes, and 28,6% never.

c. Clarification Request

For clarification request is mentioned on the question number 5 and 10. For question number 5, the researcher found that 17, 9% agree for always, 46,4% for often, 35,7% for sometimes, and 0% for never. Move to number 10, there is 34,5% students for always, 48,3% for often, 17,2% for sometimes, and 0% for never.

d. Metalinguistic Feedback

On the questionnaire, the question of metalinguistic feedback is brought up at numbers 9 and 13. After analyzing it, the researcher found that 10,3 % of students believe that lecturers always apply this feedback, 41,4% for often, 44,8% for sometimes, and 3,4% for never.

Further, at number 12 can be seen that 25% of students pick always, 39,3% often, 35,7% sometimes, and 0% never.

e. Elicit

For the questions of elicit, the researcher arranges them on questions number 3 and 7. At the question number 3, 17,9 % students choose always, 35,7% for often, 46,4% for sometimes, and 0% for never.

In addition, question number 7 also appear that 27% of students admit that lecturers always practice elicit feedback, 55,2% often, 17,2% sometimes, and 0% never.

f. Repetition

Number 2 of the questionnaire indicates the repetition of feedback. based on the data, there is 13,8% of students take always, 24,1% often, 31% sometimes, and 31% never.

2. Written Feedback Applied by the Lecturers' on Learning English at English Department of IAIN Langsa.

In this kind of feedback, there is 6 kind of written feedback by rod Ellis in his journal, they are direct corrective feedback, Indirect Corrective Feedback, Metalinguistic corrective Feedback, The focus feedback, Electronic Feedback, and reformulation feedback.

Equal to the oral feedback, this questionnaire of this kind of feedback also has many questions which have been arranged based on the theory. Each question has its kind of feedback belong. After analyzing it, the researcher finds out as follow :

a. Direct corrective feedback

On the questionnaire numbers, 2 and 12 are arranged question which pertains to direct corrective feedback. at number 2, there is 27,8% of students make a choice for always, 31% often, 41,4% sometimes, and 0% never. Next, at number 12 the researcher ferret out that 20,7% of students are in touch-up of the option of always, 44,8% often, 31% sometimes, and 3,4% never.

b. Indirect corrective feedback

The question which is related to indirect corrective feedback is has been arranged at number 4 on the questionnaire. On the number 4, it exposes that there is 3,4% of students make the decision to always, 27,6% often, 58,6% sometimes, and 10,3% never.

c. Metalinguistic corrective Feedback

If we move to question number 3 on the questionnaire, we will find a question that is set forth for metalinguistic corrective feedback. according to the data gained from the questionnaire, it makes evident that 10,3% of students are on the opinion of always, 17,2% often, 48,3% sometimes, 24,1 % never.

d. The focus feedback

There are 3 questions on the questionnaire that adduce the focus feedback, they are questions number 1, 7, and 9. Firstly, the question at number 1, the researcher perceives that there is 10,3% of

students appointed to always about the focus feedback. 17,2% often, 55,2% sometimes, and 17,2% never. Secondly, at question number 7, based on students' selections convince that that kind of feedback 10,3% always happens in students classroom, 34,5% often, 41,4% sometimes, and 13,8% never. Last, based on the data from question number 9 on the questionnaire, it expounds that 7,1% for the option of always, 17,2% often, and 65,5% sometimes, and 13,8% never.

e. Electronic Feedback

For electronic feedback, the researcher has settled up at the question number 3, 6, and 10 on the questionnaire. To start with number 3, on the questionnaire, 10,3% of students are on the opinion of always, 17,2% often, 48,3% sometimes, 24,1 % never. Then, after interpreting the data of question number 6, the researcher discovers that 6,9% of students cut a deal of the option of always, 24,1% often, 51,7% sometimes, and 17,2% never. Last, the result of question number 10 of the questionnaire confirms that 3,4% of students claim that lecturers always apply this feedback, 17,2% often, 65,5% sometimes, and 13,8% never.

f. Reformulation

for this kind of feedback, there is question number 8 and 11 on the questionnaire that has classified by researcher into this kind of feedback. begin with number 8, it authenticate that 7,1% students elect

always, 28,6% often, 64,3% sometimes, and 0% never. Also, the data gained from number 11 the researcher revealed that 3,4% of students settle on the scale always, 24,1% often, 27,6% sometimes, and 44,8% never.

The total percentage of the type of feedback with many questions on the questionnaire is obtained by accumulating the percentage of “always” “often” and “sometimes” then divided by four. For instance, the question which indicates reformulation feedback is number 8 and 11. For number 8 accumulated (7,1%+28,6%+64,3%=100%) the total percentage of those scale is 100 %. Then, for number 11 is 55,1% (the 3,4%+24,1%+ 27,6% + % = 55,1%) after that, the total percentage of number 8 and 11 is accumulated and then divided by 2 (100%+55,1%=155,1% :2= 77,55%) so, the percentage of reformulation feedback as presented by question 8 and 11 is 77,55%.

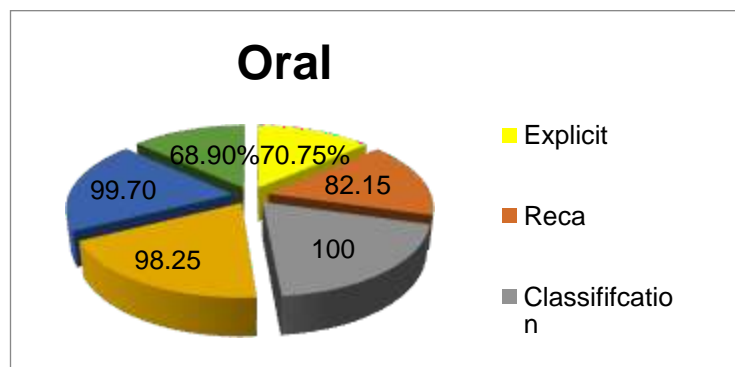
To get the findings, the total number of oral feedback was calculated. it showed how much feedback of recast, repetition, clarification request, Explicit correction, elicitation, metalinguistic explanation. The data of oral feedback is demonstrated as below:

Table 4.2 : Types of Oral Feedback

No	Types of Feedback	Percentage (%)
1.	Explicit correction	70,75%
2.	Recast	82,15%

3.	Clarification request	100%
4.	Metalinguistic Feedback	98,25%
5.	Elicit	99,70%
6.	Repetition	68,90%

Figure 4.2: The types of Lecturers’ oral feedback



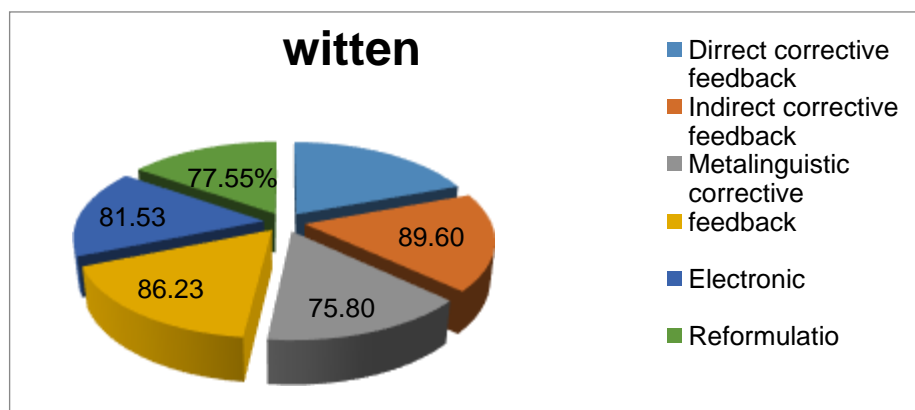
From the result of the questionnaire based on the total students who choose “always” “often” and “sometimes” in each statement, the frequency of oral feedback happened in the English classroom as follow: Explicit correction(70,75%), recast (82,15%), clarification request (100%), metalinguistic (98,25%), elicit (99,7), repetition (68,9%).

In a similar manner to the oral feedback, the data of written feedback also were calculated. it makes evident the percentage of are direct corrective feedback, Indirect Corrective Feedback, Metalinguistic corrective Feedback, focus feedback, Electronic Feedback, and reformulation feedback.to make it clear, the data of written feedback is illustrated as below:

Table 4.3: The types of Written Feedback

No	Types of Feedback	Percentage (%)
1.	Direct corrective feedback	98,35%
2.	Indirect corrective feedback	89,6 %
3.	Metalinguistic corrective Feedback	75,8%
4.	The focus feedback	86,23%
5.	Electronic Feedback	81,53%
6.	Reformulation feedback	77,55%

Figure 4.2: The types of Lecturers' Written Feedback



From the chart, it can be inferred that the percentage of written feedback in each type of feedback are: Direct corrective feedback (98,35%),

Indirect Corrective Feedback (89,6%), Metalinguistic corrective Feedback (75,8%), The focus feedback (86,23%) Electronic Feedback (81,53%), and Reformulation feedback(77,55%).

B. DISCUSSION

According to the findings of the research, the researcher found out that the lecturers apply different types on giving feedback. It proves that the lecturers not only focus on one feedback but more. It is in line with Ellis in Rydhal, who states that a teacher often implements different implements of feedback randomly, or uses the same feedback regardless of the type of students' mistake.³¹

Moreover, the findings prove that lecturers' have their own style of giving feedback. on the data, it can be seen every each kind of feedback has its percentage. That means that the lecturers have a different way of delivering feedback in their classrooms. State that Every EFL teacher possesses their own choices of oral feedback.³² Thus, it is obviously such a common thing that lecturers employ different feedback in their classroom.

³¹ Susanna Rydahl, Engelska, *Oral Feedback in the English Classroom: Teachers' Thoughts and Awareness*, Karlstads universitet 651 88 Karlstad, 2005. P.6

³² Erfiani Irawan and Kisman Salija, *Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia)*, *ELT Worldwide* Volume 4 Number 2 (2017).

These are the six types of oral feedback classified by Lyster and Ranta that implement by the lecturers, namely, Explicit correction, recast, clarification request, metalinguistic, elicit, repetition.

Based on the findings, the frequency of explicit correction is 70,75% in English classrooms. The lecturer who apply this feedback usually corrects the students' error directly in order to make it clear and easy to discuss. As Behrozi and Karminia opinion, they state that explicit correction is a very useful and time-saving approach.³³

Then, there are lecturers who also treated the students by using the kind of feedback namely recast for 82,15%. When the students make errors in learning, the lecturer usually does not pay attention to it but maintains a central focus on meanings. As a result, through the recast, students have the opportunity to correct their mistakes.

After that, the lecturers also reinforce the student by clarification request. The prospect of that kind of feedback is 100% in English classroom. Similar to the name of this feedback, the lecturers generally ask the student to clarify the student's answer. It is obviously always conducted by the lecturers.

Next, metalinguistic feedback is also a part of teacher preference in teaching. The possibility of this feedback is 98,25%. where the lecturers give

33

a hint to the nature of the by commenting on or providing information about the student utterances.

Moreover, the students agree that their lecturers control their learning circumstances by using elicit feedback. from the research findings, the chance for elicit is 99,7% in the classroom. the lecturers often ask the students to complete their utterances or reformulate the student's utterances.

Last, repetition feedback be the option of the lecturers to administer their style of teaching. The occurrence of repetition is 68,9%. The lecturers occasionally adjust their intonation to highlight the errors so the students are aware of their mistakes. But this type of feedback may attract students' attention.

Not only on oral feedback manner, Then, lecturers' also giving feedback by using the written feedback approach. Based on the result, they use 6 kinds of written feedback by rod Ellis, they are direct corrective feedback, Indirect Corrective Feedback, Metalinguistic corrective Feedback, focus feedback, Electronic Feedback, and reformulation feedback.

Firstly, direct corrective feedback happens in English classrooms for 98,35%. Lecturers usually give the correction by cross out wrong words. This kind of feedback helps the student to correct their error directly because students usually are lack self-correction.

Secondly, indirect corrective feedback. the opportunity for this kind of feedback in the English classroom is 89,6%. The teacher commonly just

underlined the wrong answer without indicating why it is incorrect. This type of feedback, of course, improves the student's awareness of self-correction.

Thirdly, metalinguistic corrective feedback. based on the research findings, the chance of the happening metalinguistic corrective feedback in English classrooms is 75,8%. metalinguistic feedback is a unique style to give written correction on students' errors. Lecturers ordinarily leave many codes on students' worksheets. It might be difficult for several students to know what the given codes mean.

Fourthly, The students admit that their lecturers apply focus feedback in their classroom. the contingency of focus feedback is 86,23%. On this type of feedback, lecturers can be correct the student's error in 2 ways, they are focused and unfocused. Which is on focused feedback lecturers just correct the students answer in one type of error. Of course, it really helps a student on their learning because the lecturers make it clear. But, in unfocused feedback, the lecturers correct the student error in a range of errors. This might be not effective but it may prove students' long-term learning.

Fifthly, the research findings indicate that 81,53% of electronic feedback happens in learning English. The lecturers commonly correct the student's errors by using the software. This kind of feedback is often to happen because, in this 4.0 era, technology has a big role in several sectors such as in the education field.

Sixthly, the students believe that reformulation feedback occurs in their classroom. In reformulation, the whole idea on students' text to retain

the original meaning but it reformed to make the language seems native-like as possible.

For the most part, it proves that the most frequent feedback in oral corrective feedback is an explicit correction. It obviously the most happened oral corrective feedback because in this feedback the lecturers ask the students to cite the reasons for their answer. This type can engage students to be active in the classroom, also improve their responsibility include in giving an answer. Furthermore, in the written corrective feedback category, the most dominant feedback is direct feedback on learning English. This is in accordance with the opinion of Rod Ellis who states that direct feedback is the way that teacher provides a correct form on students' errors in writing.³⁴

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion. The conclusion and suggestion of this research regarding the analysis of the lecturers' style on giving feedback in learning English are presented as follows:

A. Conclusion

³⁴ R. Ellis, *classroom Second Language Development*, (Englewood Cliffs: Prentice Hall), 1988, p.274.

Based on the data gathered from the questionnaire and the analysis of the result in chapter IV, the researcher draws the conclusion as follows: there are 6 types of oral feedback that applied by the lecturers. that the most prevailing oral feedback that applied by lecturers' is clarification request. On the other hand, the most infrequent feedback applied by lecturers in the English classroom is repetition. From the data that has mentioned at chapter IV, 70,75% for Explicit correction, 82,15% recast , 100% clarification request, 98,25% metalinguistic , 99,7% elicit , and 68,9% for repetition.

Furthermore, in written feedback, the lecturers mostly conduct direct corrective feedback to the students in their English classroom. In contrast, the most unoften feedback is Metalinguistic corrective Feedback. There is 98,35% for Direct corrective feedback, 89,6% Indirect Corrective Feedback, 75,8% Metalinguistic corrective Feedback , 86,23% the focus feedback, 81,53% Electronic Feedback, and 77,55% Reformulation feedback.

B. Suggestion

For the lecturers teachers, specifically who teach in English classroom, there are many types of feedback. The lecturers should vary their feedback while students making errors or to create an effective learning atmosphere in the classroom. Moreover, the lecturers have to realize the most appropriate feedback that they will apply in their classroom.

For further researcher, this research has discovered that they are much feedback applied in the English classroom at the English department of Iain Langsa. It is essential for the other researcher to explore depth such as to find out the students' perception or conducted the research on the same theme in a different manner.

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APPENDIX I

Student Name

1. Sinta dwi devita
2. Elsa maryanti zebua
3. Nadia Syahfira Purba
4. Ade Cut Ismiati
5. An Nissa Indira
6. Maulida rizkina
7. Eva Marina
8. Nurmila Rusda azmi
9. Safira ramadhani
10. Syukrina
11. Sri ramadhona
12. Siska Nanda Dewi
13. Putri Nursalsabila
14. Riqqah balqis
15. Muhammad Rifal Maulana
16. ASHARI
17. Hadya ridha
18. RICO ARDIANSYAH
19. Cut Intan Kausar
20. m afrialdi
21. Syarifah maulinda Fasya
22. Suzucy Yanelda
23. Nuryatimah
24. Mashitah Rahmadhani
25. Adi Samsami
26. Dhea Sri Aprizar
27. Anggun Santoso
28. Riza Armaini
29. Ocky chairunisha

APPENDIX II

Questionnaire

29/6/2021

KUSIONER Lecturer's style on giving feedback in Learning English - Google Formulir



KUSIONER Lecturer's style on giving feedback in Learning English

Pertanyaan Jawaban 29

KUSIONER Lecturer's style on giving feedback in Learning English

Deskripsi formulir

NIM



Jawaban singkat

Teks jawaban singkat



Wajib diisi



NAMA LENGKAP



Teks jawaban singkat

SEMESTER



Teks jawaban singkat

UNIT



Teks jawaban singkat



<https://docs.google.com/forms/d/14JzMNjzO-DEzbgjY2eO0YA&bcCsYdyjKYP6FzTuH8SDY/edit>

1/13

A. Oral Feedback (Umpan Balik Oral)

Deskripsi (opsional)

1. does the lecturer give a correct form merely without indicating that the student made an error? (Apakah dosen memberikan jawaban yang benar tanpa menunjukkan bahwa mahasiswa tersebut melakukan kesalahan?)

Contoh :

Student: " why you do not choose the red one?"

Lecturer : "why **do not** you choose the red one"

Student : " i do not know, i do not like it"

- Always
- Often
- Sometimes
- Never

2. Does the lecturer repeat your answer and adjust their intonation to highlight the error? (Apakah dosen mengulangi jawaban Anda dengan cara meninggikan intonasi untuk menunjukan kesalahan anda?)

Contoh :

Student : " Lisa is smartest student"

Lecturer : "Lisa is **the smartest**(high intonation) student"



Always

Often

Sometimes

Never

3. Does the lecturer stimulate you to get the correct form by asking you to complete his/her utterances? (Apakah dosen memancing anda untuk mendapatkan jawaban yang benar dengan meminta anda untuk melengkapi perkataanya?)

Contoh:

Student : "there are many cat in front of the build"

Lecturer : "there are many. . ."

Student : " cats?"

Always

Often

Sometimes

Never

4. Does the lecturer repeat your answer without tell you that your answer is wrong? (Apakah dosen mengulang jawaban Anda tanpa memberi tahu Anda bahwa jawaban Anda salah?)



Contoh :

Student: "you must going now"

Lecturer : " **you must go now**"

- Always
- Often
- Sometimes
- Never

5. Does the lecturerr ask you to give a reason on your answer? (Apakah dosen meminta Anda untuk memberikan alasan atas jawaban Anda?)

- Always
- Often
- Sometimes
- Never

6. Does the lecturerr indicate the student error clearly? (Apakah dosen menunjukkan kesalahan mahasiswa dengan jelas?)

Contoh:

Student : " i will go to campus to collected my assignments"

Lecturer : "It's wrong. You should use v1 after to"



- Always
- Often
- Sometimes
- Never

7. Does the lecturers use question to stimulate the correct form? (Apakah dosen melemparkan pertanyaan untuk memancing siswa memberikan jawaban yang benar?)

Contoh :

Lecturer : "How do we say " petak umpet" in English?"

- Always
- Often
- Sometimes
- Never

8. Does the lecturer correct your mispronunciation directly? (Apakah dosen mengoreksi kesalahan pengucapan Anda secara langsung?)

Contoh :

Student : " you need to turn on the wifi /'wɪfɪ/

Lecturer: "it's not /'wɪfɪ/ but/ 'wɪfəɪ/"



- Always
- Often
- Sometimes
- Never

9. Does the lecturer point the error but attempt to elicit the information from other students?
(Apakah dosen menunjukkan kesalahan tetapi berusaha memperoleh jawaban dari mahasiswa)

Contoh :

Student : "do you study last night?"

Lecturer : "class, is it true to say 'do you study last night' ?"

- Always
- Often
- Sometimes
- Never

10. When the lecturer didn't understand your answer, does the lecturer ask you to clarify your answer? (Jika dosen tidak memahami jawaban Anda, apakah dosen meminta Anda untuk mengklarifikasi jawaban Anda?)

Contoh:

Student : " i go to campus on bus"

Lecturer : " excuse me, what do you mean by using 'on bus'?"



- Always
- Often
- Sometimes
- Never

11.Does the lecturer indicate the student error clearly? (Apakah dosen menunjukan kesalahan siswa dengan jelas?)

Contoh :

Student : " he write the essay goodly"

Lecturer : "goodly don't exist. Good doesn't take (y). The adverb of good is well"

- Always
- Often
- Sometimes
- Never

12. Do the lecturer give you a hint to show you that there is an error somewhere in your utterance until you can correct the error by your self? (apakah dosen memberimu petunjuk untuk menunjukkan kepadamu bahwa ada kesalahan di kalimatmu hingga kamu tau kesalahanmu dan dapat memperbaiki kesalahan itu sendiri.)

- Always
- Often



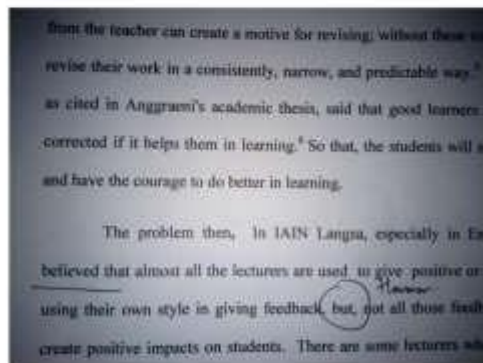
Never**B. Written Feedback (Umpan Balik Tertulis)**

Deskripsi (opsional)

1. On your worksheet, Does the lecturer correct your worksheet only focus on one aspect? For example, she just focus on the grammar but not on the punctuation. (pada lembar jawaban Anda, apakah dosen hanya fokus pada satu aspek? Misalnya, hanya fokus pada tata bahasa tetapi tidak pada tanda baca.)

- Always
- Often
- Sometimes
- Never

2. Does the lecturer circle the wrong punctuation, words, or phrase on your worksheet? (Apakah dosen melingkari tanda baca, kata-kata, atau frase yang salah di lembar kerja Anda?)



- Always
- Often

Never

3. Does the lecturer put some comments on your writing by using certain app? (Apakah dosen memberikan komentar atas tulisan anda dengan menggunakan aplikasi tertentu?)

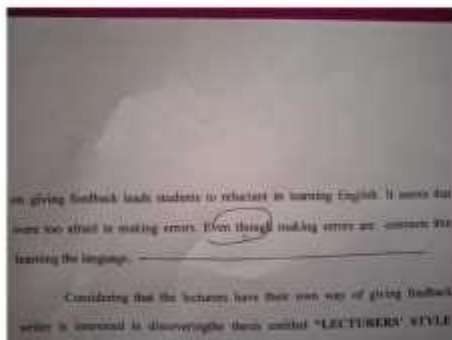
Always

Often

Sometimes

Never

4. Does the lecturer underline or cross out your worksheet without put any comments? (Apakah dosen menggarisbawahi atau mencoret lembar jawabanmu tanpa memberikan

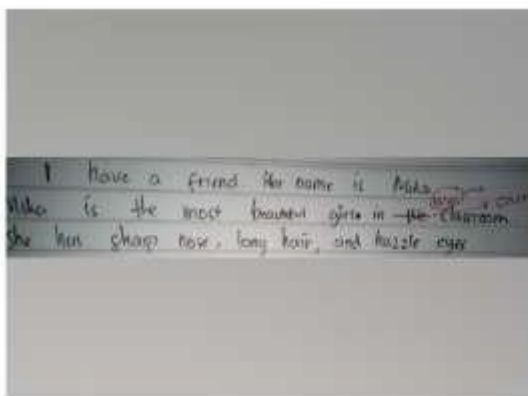


Always

Often

Sometimes

Never



- Always
- Often
- Sometimes
- Never

6. Does the lecturer share a link to give correct form of your writing? (Apakah dosen membagikan link untuk memberikan bagaimana bentuk jawaban yang benar pada tulisanmu?)

- Always
- Often
- Sometimes
- Never

7. Does the lecturer correct your writing in so many aspect at once? Such as grammar, punctuation, etc? (Apakah dosen mengoreksi tulisan anda dalam banyak aspek sekali gus? Seperti tata bahasa, tanda baca, dll?)



Often Sometimes Never

8. Does the lecturer reformulate your text in native form? (Apakah dosen merumuskan ulang teks anda dalam bentuk asli?)

 Always Often Sometimes Never

9. Does the lecturer only correct your writing on certain category? For example, only focus on a grammar error. (Apakah dosen mengoreksi tulisan anda hanya dalam kategori tertentu saja? Misalnya hanya fokus pada kesalahan grammar)

 Always Often Sometimes Never

10. Does the lecturer correct your writing by using software? (Apakah dosen mengoreksi tulisan anda dengan menggunakan software?)

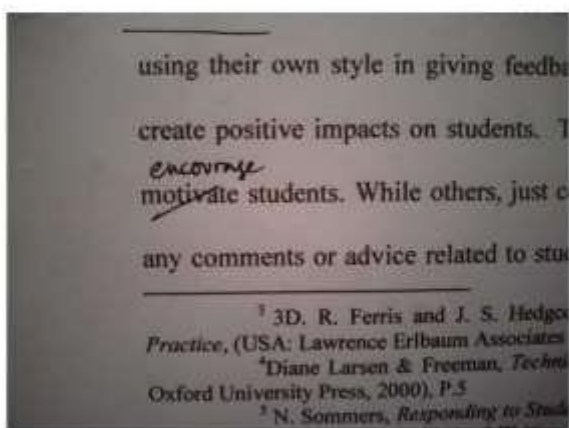
 Always Often

Never

11. Does the lecturer reformed your text but reformed the original meaning of yours?
(Apakah dosen mereformasi teks Anda tetapi mengubah makna asli anda?)

- Always
- Often
- Sometimes
- Never

12. Does the lecturer cross out your writing and then give the correct form of your answer?
(Apakah dosen mencoret tulisan anda lalu memberikan jawaban yang benar?)



- Always
- Often
- Sometimes
- Never





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI LANGSA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Kampus Zawiyah Cot Kala, Jln. Meurandeh Kota Langsa – Kota Langsa – Aceh
Telp. 0641-22619/23129, Fax. 0641 – 425139 E-mail : info@stainlangsa.ac.id

SURAT KETERANGAN TELAH MENELITI

Nomor : B. 1017/In.24/FTIK/TL.00/06/2021

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfitri, MA
NIP : 19720712 199905 1 001
Jabatan : Wakil Dekan Bidang Akademik

dengan ini menerangkan bahwa mahasiswa yang tersebut dibawah ini:

Nama : INDAH SARTIKA
Tempat Tanggal Lahir : Karang Baru, 20 Maret 1999
NIM : 1042017056
Fakultas / Jurusan : FTIK / Pendidikan Bahasa Inggris (PBI)
Alamat : Desa Bundar Kec. Karang Baru Kab. Aceh
Tamiang

Yang namanya tersebut diatas telah mengadakan penelitian / mengumpulkan data pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Langsa, dalam rangka menyusun skripsi berjudul "LECTURERS' STYLE ON GIVING FEEDBACK IN LEARNING ENGLISH AT ENGLISH DEPARTMENT OF IAIN LANGSA" dari tanggal 08 S/D 18 Mei 2021.

Demikian surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Langsa, 16 Juli 2021



Dekan,
Wakil Dekan Bidang Akademik

Zulfitri

Tembusan :
- Ketua Prodi PBI



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

Nomor : 103 Tahun 2021

TENTANG

PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) LANGSA

- g
- a. bahwa untuk Kelancaran Penyusunan Skripsi mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Langsa Institut Agama Islam Negeri (IAIN) Langsa, maka dipandang perlu menunjuk Pembimbing Skripsi;
 - b. bahwa yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk ditunjuk dalam tugas tersebut.
- s
- 1. Undang-Undang Nomor : 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - 2. Peraturan Pemerintah Nomor : 60 Tahun 1999, tentang Pendidikan Tinggi;
 - 3. Peraturan Presiden Republik Indonesia Nomor : 146 Tahun 2014 Tentang perubahan Sekolah Tinggi Agama Islam menjadi Institut Agama Islam Negeri (IAIN) Langsa;
 - 4. Peraturan Menteri Agama Republik Indonesia Nomor : 10 Tahun 2015 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri (IAIN) Langsa;
 - 5. Surat Keputusan Menteri Agama Republik Indonesia Nomor : B.II/3/17201, tanggal 24 April 2019 Tentang Pengangkatan Rektor Institut Agama Islam Negeri (IAIN) Langsa yang definitif;
 - 6. Surat Keputusan Menteri Agama Republik Indonesia No. 27 Tahun 2021 tanggal 21 Januari 2021, tentang Pengangkatan Dekan dan Wakil Dekan Institut Agama Islam Negeri (IAIN) langsa;
 - 7. DIPA Nomor : 025.04.2.888040/2021, tanggal 23 November 2020,
- utkan
- Hasil Seminar Mahasiswa Tanggal 14 Desember 2020

MEMUTUSKAN :

- an
- Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa Tentang Penunjukan Pembimbing Skripsi Mahasiswa IAIN Langsa
 - Menunjuk Dosen Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Langsa :
 - 1. Cut Intan Neutia, MA
(Membimbing Isi)
 - 2. Fadhilah Wiyandari, M.Hum
(Membimbing Metodologi)

Untuk membimbing Skripsi :

N a m a : **Indah Sartika**
Tempat / Tgl.Lahir : Karang Baru, 20 Maret 1999
Nomor Pokok : 1042017056
Fakultas/ Program Studi : FTIK/Pendidikan Bahasa Inggris
Judu: Skripsi : **Lecturers' Style On Giving Feedback in Learning English At English Department Of IAIN Langsa**

- o
- Bimbingan harus diselesaikan selambat-lambatnya selama 1 (satu) tahun terhitung sejak tanggal ditetapkan;
 - Kepada Pembimbing tersebut di atas, diberi honorarium sesuai dengan ketentuan yang berlaku pada Institut Agama Islam Negeri (IAIN) Langsa;
- a t
- Keputusan ini berlaku sejak tanggal ditetapkan dan apabila terdapat kekeliruan dalam penetapan ini akan diadakan perbaikan sebagaimana mestinya;
- Kutipan Keputusan ini diberikan kepada yang bersangkutan untuk dapat dilaksanakan sebagaimana mestinya.

Ditetapkan di Langsa
Pada Tanggal 8 Februari 2021

Dekan,



AUTOBIOGRAPHY

A. Personal Identity

Name : Indah Sartika
Student's Number : 1042017056
Place/Date of Birth : Karang Baru, 20 March 1999
Occupation : Student
Marital Status : Single
Nationality/Ethnic : Indonesia/Aceh Tamiang
Hobbies : writing and reading
Address : Desa Bundar, Kec. Karang Baru, Kab. Aceh
Tamiang

B. Background of Education

Elementary School : SD N 1 Karang Baru
Junior High School : SMP N 1 Karang Baru
Senior High School : SMA N 1 Karang Baru
University : Tarbiyah Faculty/English Department of IAIN
Langsa

C. Family

Father's Name : Rusli
Mother's Name : Faridah
Brother's Name : 1. Yudi Hidayat
2. Ardiansyah
Sister's Name : 1. Erni Yusnita