

APPENDICES

Appendix 1: Transliteration

Al-Qur'an (verse)	Translation	
	English	Indonesia
An-Nahl (16:125)	<p>Call (people) to the way of your God with wisdom and good teaching, and argue with them in a good way.</p> <p>Verily, God, it is who knows best who has strayed from the path and who knows best who is guided.</p>	<p>Seluruh (manusia) kepada jalan Tuhanmu dengan hikmah dan pengajaran yang baik, dan berdebatlah dengan mereka dengan cara yang baik.</p> <p>Sesungguhnya Tuhanmu, Dialah yang lebih mengetahui siapa yang sesat dari jalan-Nya dan Dialah yang lebih mengetahui siapa yang mendapat petunjuk.</p>

Appendix 2: Observation Sheet

“The Analysis of Teacher’s Spoken Corrective Feedback in Senior High School”

Date/Time :

Teacher Name :

School Name :

Class/Semester :

No.	Observation Aspect	Yes	No	Notes	
1	The teacher opens the lesson and provides the material to be delivered				
2	Students actively listen and observe the material presented by the teacher				
3	The teacher gives an example of the material being studied				
4	The teacher asks about the difficulties related to the material				
5	Students answer the teacher's questions				
6	The teacher asks students to make sentences according to the material being studied				
7	Students do what is ordered by the teacher				
8	The teacher asks students to come to the front of the class to convey the sentence they are working on				
9	The teacher gives and applies the type of corrective feedback to students	Recast			
		Clarification			
		Elicitation			
		Metalinguistic			
		Explicit corrective feedback			
	Repetition				

		Explicit with metalinguistic			
10	Class is going well, and active				
11	The teacher closes the lesson and gives a review related to the material being studied				

Appendix 3: Observation Result

The results of the first observation January 17, 2023

"The Analysis of Teacher's Spoken Corrective Feedback in Senior High School"

Date/Time : Sunday, 19/01/2023
 Teacher Name : Miss Eka
 School Name : SMAN 1 Kel. Barat
 Class/Semester : XI MIPA "Obsv. 1"

No.	Observation Aspect	Yes	No	Notes
1	The teacher opens the lesson and provides the material to be delivered	✓		
2	Students actively listen and observe the material presented by the teacher	✓		
3	The teacher gives an example of the material being studied	✓		
4	The teacher asks about the difficulties related to the material	✓		
5	Students answer the teacher's questions	✓		She mean informal letter
6	The teacher asks students to make sentences according to the material being studied	✓		
7	Students do what is ordered by the teacher	✓		
8	The teacher asks students to come to the front of the class to convey the sentence they are working on	✓		
9	The teacher gives and applies the type of corrective feedback to students	Recast	✓	
		Clarification		
		Elicitation		
		Metalinguistic		
		Explicit corrective feedback		
		Repetition		
	Explicit with metalinguistic	✓		
10	Class is going well, and active	✓		
11	The teacher closes the lesson and gives a review related to the material being studied	✓		

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The results of the second observation January 24, 2023

"The Analysis of Teacher's Spoken Corrective Feedback in Senior High School"

Date/Time : Selasa, 24/01/2023
 Teacher Name : Miss Elia
 School Name : SMAN 1 Gen. Basm
 Class/Semester : XI MIPA "Obs. 2"

No.	Observation Aspect	Yes	No	Notes
1	The teacher opens the lesson and provides the material to be delivered	✓		
2	Students actively listen and observe the material presented by the teacher	✓		
3	The teacher gives an example of the material being studied	✓		
4	The teacher asks about the difficulties related to the material			• This is meant to be a question for the class
5	Students answer the teacher's questions		•	
6	The teacher asks students to make sentences according to the material being studied	✓		
7	Students do what is ordered by the teacher	✓		
8	The teacher asks students to come to the front of the class to convey the sentence they are working on	✓		
9	The teacher gives and applies the type of corrective feedback to students	Recast		
		Clarification		
		Elicitation	✓	
		Metalinguistic	✓	
		Explicit corrective feedback	✓	
		Repetition		
	Explicit with metalinguistic	✓		
10	Class is going well, and active			
11	The teacher closes the lesson and gives a review related to the material being studied	✓		

The results of the third observation January 31, 2023

"The Analysis of Teacher's Spoken Corrective Feedback in Senior High School"

Date/Time : Sunday, 27/01/2023
 Teacher Name : Miss Eka
 School Name : SMAN 1 Kel. Bant
 Class/Semester : XI MIPA "Obsy. 3"

No.	Observation Aspect	Yes	No	Notes
1	The teacher opens the lesson and provides the material to be delivered	✓		
2	Students actively listen and observe the material presented by the teacher	✓		
3	The teacher gives an example of the material being studied	✓		
4	The teacher asks about the difficulties related to the material	✓		
5	Students answer the teacher's questions	✓		
6	The teacher asks students to make sentences according to the material being studied	✓		
7	Students do what is ordered by the teacher	✓		
8	The teacher asks students to come to the front of the class to convey the sentence they are working on	✓		
9	The teacher gives and applies the type of corrective feedback to students	Recast	✓	
		Clarification		
		Elicitation	✓	
		Metalinguistic		
		Explicit corrective feedback		
		Repetition		
	Explicit with metalinguistic	✓		
10	Class is going well, and active	✓		
11	The teacher closes the lesson and gives a review related to the material being studied	✓		

Appendix 4: Interview Guides with the Teacher of English Lesson

Date/Time :
 Teacher Name :
 School Name :
 Class/Semester :

- | No. | Question |
|------------|---|
| 1 | What are learning models usually used? |
| 2 | Do you often use spoken corrective feedback in class? |
| 3 | What type of spoken corrective feedback do you use most often? |
| 4 | Is your spoken corrective feedback clear and easy to understand? |
| 5 | When do you usually provide spoken corrective feedback? |
| 6 | Do you provide spoken corrective feedback in person or at the end of the lesson? |
| 7 | Can the spoken corrective feedback you provide improve students' abilities, especially in speaking? |
| 8 | Will students learn to learn and improve their speaking? |
| 9 | Are you assigning grades that match the student's abilities? |
| 10 | Is spoken corrective feedback is important to students? |

Appendix 5: Interview Result with the Teacher of English Lesson

No.	Interview questions	Participant Response	
		Original answer	Translate
1	What are learning models usually used?	Untuk kelas xi Mipa ini kan masih menggunakan kurikulum 2013, jadi untuk model pembelajarannya pun masih saya sesuaikan dengan materi yang akan di ajarkan kepada siswa. Seperti yang anda lihat dalam beberapa kali observasi sebelumnya, saya menggunakan beberapa model/ metode pembelajaran. Siswa disini masih belum banyak yang menguasai kosakata dalam bahasa inggris dan juga masih malu-malu untuk ngomong dalam bahasa inggris, jadi harus benar-benar dilatih ketika kelas berlangsung.	For class xi Mipa, they still use the 2013 curriculum, so I still adjust the learning model to the material that will be taught to students. As you can see in several previous observations, I use several learning models/methods. Not many students here have mastered English vocabulary and are also shy about speaking English, so they need to be trained during class.
2	Is corrective feedback often given to learning in the classroom?	Iya, saya berpendapat bahwa setiap pembelajaran yang kita laksanakan siswa berhak mendapat feedback tidak hanya pembelajaran bahasa inggris ini saja, bahkan di mata pelajaran lain juga dikoreksi sama halnya dengan bahasa inggris, banyak sekali siswa yang perlu	Yes, I think that in every lesson that we carry out, students deserve feedback not only in learning English but even in other subjects it is also corrected as is the case with English, there are lots of students who need to get feedback, especially in terms of pronunciation,

		mendapat feedback terutama dalam hal pengucapan, kotakata, dll. karena nantinya itu akan berpengaruh terhadap motivasi siswa untuk belajar.	vocabulary, etc. . Because later it will affect the motivation of students to learn.
3	Will corrective feedback given to students be able to increase students' abilities in English?	Sebenarnya bahwa dalam suatu pembelajaran yang dikoreksi itu setidaknya siswa jadi tau. Minimal, oh tadi saya salah dalam penyebutannya, oh teranya penyebutannya hampir sama nih padahal artinya berbeda, sehingga ketika dalam pembelajaran berikutnya siswa sudah memiliki gambaran.	In fact, in corrected learning, at least the students will know. At least, oh, I said it wrong earlier, oh, it seems that the pronunciation is almost the same, even though the meaning is different so that in the next lesson students already have an idea.
4	Will students be motivated to improve their speaking?	Sedikit banyaknya apa yang saya berikan selama pembelajaran itu akan berpengaruh besar untuk mereka nantinya, dari kelas x ke kelas xi ini saya sudah bisa melihat beberapa perubahan dalam bahasa inggris mereka. Contoh kecilnya, saya memiliki aturan didalam kelas bahwa ketika siswa izin keluar mereka harus meminta izin menggunakan kalimat berbahasa inggris. Nah sekarang kebanyakan dari mereka sudah mulai mampu untuk mengucapkan "may i go to the toilet?" and "can i go the UKS?"	More or less, what I give during the lesson will have a significant effect on them later, from class X to class XI I can already see some changes in their English. As a small example, I have a rule in class that when students leave, they must ask permission to use English sentences. Now, most of them have started to be able to say, "may i go to the toilet?" and "can i go the UKS?"
5	Is corrective feedback important	Menurut saya penting, karena kalau tidak ada	It's important because if it's not there, students

	or not for students in the future?	maka siswa bisa merasa tidak adanya perhatian dari guru, jadi jika itu tidak dilakukan maka motivasi siswa akan berkurang dan jika mereka nanti dalam pebelajaran bahasa eng. mungkin akan merasa semacam malas karena guru tidak memberikan tanggapan apapun selama pembelajaran dikelas entah salah/benar mereka membaca, menulis, speakingnya.	can feel there's no attention from the teacher, so if that's not done, students' motivation will decrease, and if they are later learning the English language. Maybe you may feel a bit lazy because the teacher doesn't give any response during class learning. Whether it's wrong/right, they read, write, or speak.
6	For learning in class, do you often provide corrective feedback directly or indirectly in learning?	Ya seperti yang biasa anda lihat ketika dikelas, dalam hal memberikan feedback saya lebih melihat ke tipe siswa tersebut. kadang saya memberikan feedback secara langsung kadang juga tidak. karna waktu pembelajaran juga menjadi salah satu perhitungan ya, kadang saya juga memberi sedikit penjelasan ketika mengoreksi.	As you usually see in class, I look more at this type of student in terms of giving feedback. Sometimes I give direct feedback, sometimes not. Because learning time is also one of the calculations, I sometimes give a little explanation when correcting.
7	After I saw during the learning observation, it turned out that there were still many students who did not know the vocabulary/meaning in English, so they were still confused, there were those who wanted to ask questions but did	Saya kadang hanya ingin fokus melancarkan Kosakata pada siswa, sehingga kadang untuk pengucapan saya hanya sekilas membenarkan/saya bacakan kembali saja textnya. Mengapa demikian, karena kalo saya memfokuskan 2 hal/lebih itu akan	I sometimes just want to focus on getting students to use vocabulary, so sometimes, for my pronunciation, I just have to justify/I just reread the text. Why is it that if I focus on two or more things, it will make students unable. Even for those who only focus on one

	<p>not have time because the material had already been passed on. How is that, miss?</p>	<p>membuat siswa tidak mampu. Bahkan untuk yg hanya fokus 1 kosakata Ini saya merasa sudah tertinggal jauh apalagi untuk menaikkan level dalam pembelajarannya itu siswanya yang kasian. Menurut informasi yang saya dapat dari teman sesama guru sekolah memang ada beberapa smp daerah ini pembelajaran disana memang kurang ditekankan sehingga ketika mereka naik ke bangku sma tidak ada perubahan yang signifikan pada kemampuan berbahasa inggris siswa.</p>	<p>vocabulary, I am far behind, especially when it comes to raising the level of learning. The students are poor. According to the information I got from fellow school teachers, there were indeed several junior high schools in this area where learning was not emphasized enough so that when they went to senior high school, there was no significant change in the English language skills of the students.</p>
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Appendix 6: Interview Guides with Participants/Students

Name:

Class:

No	Question
1	Do you think the spoken corrective feedback given by the teacher is useful and helpful? why?
2	Do you feel that the spoken corrective feedback given by the teacher is effective and clear? why?
3	What type of spoken corrective feedback do you prefer for teachers?
4	When is your favorite time when the teacher gives spoken corrective feedback in class?
5	Do you feel motivated after the teacher gives spoken corrective feedback?

Appendix 7: Interview Result with Participants/Students

No.	Interview questions	Participant Response	
		Original answer	Translate
1.	What do you think about learning english?	<p>Menurut saya bahasa inggris itu ada mudahnya ada sulit juga (S1)</p> <p>Bahasa Inggris itu sulit karna sering tidak paham artinya (S2)</p> <p>Bahasa Inggris itu lumayan sulit (S3)</p> <p>Pembelajaran bahasa Inggris menyenangkan tapi tidak terlalu paham (S4)</p> <p>Pembelajaran Bahasa Inggris itu sedikit terlalu susah karena bahasa asing jadi sulit dipahami(S5)</p> <p>Bahasa Inggris itu sulit (S6)</p> <p>Saya kurang tertarik dengan bahasa Inggris karena sulit dipelajari karna bahasa asing (S7)</p> <p>Bahasa Inggris itu sedikit sulit karna kurang paham (S8)</p> <p>Ada susahnya sedikit. Tidak sedikit krna saya kurang memahami dari segi bahasa inggris, jadi saya rasa sulit, tidak semua yang saya pahami tentang bhsa inggris ini</p>	<p>In my opinion, English is easy and difficult too (S1)</p> <p>English is difficult because often do not understand the meaning (S2)</p> <p>English is quite difficult (S3)</p> <p>English learning is fun but not very understandable (S4)</p> <p>Learning English is a little too difficult because foreign languages are difficult to understand (S5)</p> <p>English is difficult (S6)</p> <p>I am less interested in English because it is difficult to learn because it is a foreign language (S7)</p> <p>English is a little difficult because you don't understand (S8)</p> <p>There is a little difficulty. Not a bit because I don't understand English in terms of language, so I think it's difficult, not everything I understand about English is basically difficult to learn it, I don't master speaking, I</p>

		<p>intinya sulit mempelajarinya, kalo speaking kurang menguasai, kalo lewat buku suka tpi itu reading (S9)</p> <p>Bahasa ingris itu sulit menurut saya kena saya sulit mengucapkannya, berbicaranya itu sulit pokoknya. Kalo listening itu suka tapi jika menulisnya itu tidak bisa. Klo dekti bahasa inggris saya banyak salahnya karena tidak tahu tulisan yang benar dalam bahasa inggris. Ini tulisan dengan yang diucapkan itu berbeda jadi agak kesulitan. (S10)</p> <p>Agak sulit dan kurang seru karena banyak materi (S11)</p> <p>Bahasa inggris itu seru terus sedikit interaktif (S12)</p> <p>Menurut saya biasa saja karena saya kurang tertarik dengan bahasa Inggirs Ada susah dan mudah, tergantung materi kadang cepat paham kadang lambat paham (S13)</p>	<p>like reading through books but that's reading (S9)</p> <p>English is difficult, in my opinion, it's difficult for me to pronounce it, speaking it is difficult anyway. If you like listening, but if you can't write, you can't. In terms of English, I made a lot of mistakes because I didn't know the correct writing in English. This writing is different from what is spoken, so it's a bit difficult. (S10)</p> <p>Rather difficult and less exciting because a lot of material (S11)</p> <p>English is fun and a little interactive (S12)</p> <p>I think it's normal because I'm not interested in English There are difficult and easy, depending on the material, sometimes you understand quickly, sometimes you understand slowly (S13)</p>
2.	Do you think the spoken corrective feedback given by the teacher is useful and	<p>Feedback dari Miss E membantu karena dapat meningkatkan belajar Bahasa Inggris saya (S1)</p> <p>Feedbacknya bermanfaat pengucapan saya ada</p>	<p>Feedback from Miss E helps because it can improve my English learning (S1)</p> <p>The feedback is useful, my pronunciation has progressed from before (S2)</p>

	<p>helpful? why?</p>	<p>kemajuan dari sebelum-sebelumnya (S2)</p> <p>feedbacknya sangat bermanfaat karena lebih mempermudah belajar (S3)</p> <p>Menurut saya itu membantu karena ada yang tidak faham lalu bisa faham (S4)</p> <p>Feedbacknya membantu, misalkan ada yang salah atau tidak tahu Miss E langsung menjelaskan, tetapi mungkin kitanya saja ada yang kurang paham dengan penjelasan beliau (S5)</p> <p>Bermanfaat dan membantu, karena dari yang tidak tahu jadi tau (S6)</p> <p>Bermanfaat dan membantu, Miss E ramah dengan siswa jadi mudah dipahami penjelasan dari beliau (S7)</p> <p>Bermanfaat, karena Miss E menjelaskan dengan jelas dan cepat bisa dimengerti ketika beliau menjelaskan kepada siswa dikelas (S8)</p> <p>Bermanfaat dan membantu, karena Miss E sering membenarkan atau memberi penjelasan dari feedback tadi (S9)</p>	<p>the feedback is very useful because it makes learning easier (S3)</p> <p>I think it helps because there are those who don't understand and then they can understand (S4)</p> <p>The feedback helps, for example something is wrong or you don't know Miss E immediately explains, but maybe some of us don't understand her explanation (S5)</p> <p>Useful and helpful, because from those who don't know, they know (S6)</p> <p>Helpful and helpful, Miss E is friendly with students so it's easy to understand her explanation (S7)</p> <p>Useful, because Miss E explains clearly and can be understood quickly when she explains to students in class (S8)</p> <p>Useful and helpful, because Miss E often justifies or gives explanations from the feedback earlier (S9)</p> <p>Useful and helpful, because Miss E explains easily and understandably. But maybe I just don't understand, because the explanation is too high so sometimes it's hard for me to understand and then I can't relate to what he explained, if</p>
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		<p>Bermanfaat dan membantu, karena Miss E menjelaskan mudah dan dapat dipahami. Tetapi mungkin saya saja yang kurang memahami, karena penjelasannya terlalu tinggi sehingga saya terkadang sulit memahaminya lalu saya bisa tidak nyambung dengan apa yang dijelaskan oleh beliau, jika siswa yang mudah paham dan mengerti mungkin cepat saja paham dengan apa yang dijelaskan (S10)</p> <p>Kurang membantu karena kadang mudah dimengerti kadang tidak (S11)</p> <p>Cukup membantu, karena jadi lebih tau pengucapannya yang benar seperti apa, lebih gampang dimengerti dan lebih paham (S12)</p> <p>Feedbacknya membantu, misalkan ada yang salah dibenarkan dengan Miss E, misalkan salah pengucapan (S13)</p> <p>Membantu, karena bisa belajar dari kesalahan sebelumnya (S14)</p>	<p>students are easy to understand and understand, maybe they quickly understand what is explained (S10)</p> <p>Not very helpful because sometimes it's easy to understand, sometimes not (S11)</p> <p>It's quite helpful, because I know more about the correct pronunciation, it's easier to understand and more understandable (S12)</p> <p>The feedback helps, for example there is something wrong with Miss E, for example the pronunciation is wrong (S13)</p> <p>Helps, because you can learn from previous mistakes (S14)</p>
3.	Do you feel that the spoken corrective feedback given by the teacher is	Feedbacknya jelas dan mudah dapat dipahami, jika mudah memahami maksud Miss E maka bisa paham (S1)	The feedback is clear and easy to understand, if it's easy to understand what Miss E means then you can understand (S1)

	<p>effective and clear? why?</p>	<p>Feedbacknya jelas and mudah dipahami, cuman terkadang belum diketahui gitu sama muridnya. Makudnya ada beberapa mungkin siswa yang belum paham apa yang dijelaskan Miss E itu (S2)</p> <p>Iya, jelas dibagian membenaran itu ada cara yang sangat mudah dipahami (S3)</p> <p>Feedbacknya jelas, misalkan Miss E menjelaskan bisa dimengerti (S4)</p> <p>Jelas, kalo Miss E menjelaskan dari feedback itu. Tapi terkadang kalo beliau memberi penjelasan saya kadang ada tidak mengerti, karena materinya ketinggian dan sulit dipahami (S5)</p> <p>Jelas karena cepat paham (S6)</p> <p>Efektif dan jelas (S7)</p> <p>Jelas dn efektif, ketika memperbaiki yang salah baik pengucapan ataupun tulisan dan artinya (S8)</p>	<p>The feedback is clear and easy to understand, but sometimes the students don't know that. It means that maybe there are some students who don't understand what Miss E explained (S2)</p> <p>Yes, clearly in the justification section there is a way that is very easy to understand (S3)</p> <p>The feedback is clear, for example Miss E explains it is understandable (S4)</p> <p>Obviously, if Miss E explains from the feedback. But sometimes when he gives an explanation I sometimes don't understand, because the material is high and difficult to understand (S5)</p> <p>Clear because quickly understand (S6)</p> <p>Effective and clear (S7)</p> <p>Clear and effective, when correcting wrong pronunciation or writing and meaning (S8)</p>
4	<p>What type of spoken corrective feedback do you prefer for teachers?</p>	<p>Lebih suka kejenis yang kadang Miss E bilang kalau itu salah yang benarnya gini, dan juga beliau memberi penjelasan kenapa bisa salah (S1)</p> <p>Kalau saya sukanya yang jenis yang eksplisit tadi,</p>	<p>Prefer the type that sometimes Miss E says if it's wrong, it's true like this, and she also gives an explanation why it can be wrong (S1)</p> <p>I like the explicit type earlier, because in class</p>

		<p>karna di kelas kadang Miss E menjelaskan kenapa salah dan itu koreksi yang mudah untuk saya pahami. (S2)</p> <p>Iya, jenisnya yang dibagian membenaran itu adalah cara yang sangat mudah dipahami (S3)</p> <p>Feedback yang disukai ketika Miss E membenarkan pengucapan (S4); (S6); (S7)</p> <p>Lebih feedback ketika membenarkan pengucapan karena banyak salah ucapan kata-kata dalam bahasa inggris (S5)</p> <p>Jenisnya lebih kefeedback kalo salah dijelaskan seperti apa bentuk benarnya (S8); (S11)</p> <p>Feedbacknya lebih suka jenis yang dijelaskan benarnya gimana (S9); (S10)</p>	<p>sometimes Miss E explains why she's wrong and that's an easy correction for me to understand. (S2)</p> <p>Yes, the type in the justification section is a very easy way to understand (S3)</p> <p>The preferred feedback is when Miss E confirms the pronunciation (S4); (S6); (S7)</p> <p>More feedback when correcting pronunciation because there are many mispronounced words in English (S5)</p> <p>The type is more feedback if it is wrong to explain what the correct form is like (S8); (S11)</p> <p>The feedback prefers the type that is explained exactly how (S9); (S10)</p>
5	When is your favorite time when the teacher gives spoken corrective feedback in class?	<p>Feedbacknya kebanyakan diakhir ketika selesai membaca dialog atau latihan speaking (S1)</p> <p>Kalau saya waktu favorit ditengah-tengah pembelajaran (S2); (S4)</p> <p>Feedback biasanya tergantung materi kalo tentang dialog itu biasanya ditengah, kalo biasanya satu kalimat gitu itu biasanya diakhir (S3)</p>	<p>The feedback is mostly at the end when you have finished reading the dialogue or practicing speaking (S1)</p> <p>For me, my favorite time is in the middle of learning (S2); (S4)</p> <p>Feedback usually depends on the material, if it's about dialogue it's usually in the middle, if it's usually one</p>




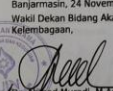

		<p>Feedbacknya tidak tentu, bisa ditengah dan juga diakhir tergantung materi biasanya(S5)</p> <p>Diakhir pembelajaran, setelah memberi soal/latihan ada yang salah baru dibenerin(S6)</p> <p>Lebih suka feedback yang diakhir pembelajaran, karena kalo diakhir pembelajaran itu bisa membenarkan dari kesalahan teman-teman (S7)</p> <p>Ditengah pembelajaran atau dikorekai secara langsung tadi, karena banyak aja yang lebih mudah dimengerti (S8)</p> <p>Diakhir pembelajaran atau koreksi secara tertunda, saya lebih suka dikoreksi ketika setelah selesai berbicara/membaca karena kalo dikoreksi langsung kadang jadi kurang fokus lagi (S9)</p> <p>Saya suka ketika saya diberi umpan balik langsung, jika diberikan umpan balik tidak langsung, saya perlu mengingat di mana kesalahan saya atau ketika saya membuat kesalahan dalam paragraf/baris teks di mana saya terkadang berpikir untuk menemukan kata yang salah (S10)</p>	<p>sentence like that it's usually at the end (S3)</p> <p>The feedback is uncertain, it can be in the middle or at the end depending on the usual material (S5)</p> <p>At the end of the lesson, after giving questions/exercises, something went wrong and it was corrected (S6)</p> <p>Prefer feedback at the end of the lesson, because at the end of the lesson it can justify the mistakes of friends (S7)</p> <p>In the middle of learning or correcting directly earlier, because there are many things that are easier to understand (S8)</p> <p>At the end of learning or delayed correction, I prefer to be corrected when I have finished speaking/reading because if I am corrected immediately I sometimes become less focused (S9)</p> <p>I like it when I am given direct feedback, if I am given indirect feedback I need to remember where I went wrong or when I made a mistake in a paragraph/line of text where I sometimes think to find the wrong word (S10)</p> <p>More in the middle of learning, because if in the</p>
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		<p>Lebih ditengah pembelajaran, karena klo ditengah atau koreksi langsung itu jadi diakhir pembelajaran bisa santai tidak tergesa dengan waktu (S11)</p> <p>Saya pikir jika diberikan umpan balik langsung, tidak apa-apa. Karena saya merasa baik-baik saja dan menghemat waktu juga. Terkadang walaupun feedback diberikan secara tidak langsung, memakan waktu yang lama, jam belajar yang terburu-buru, dan terkadang jika diubah ke minggu berikutnya, feedback tidak didapatkan lagi. Sebagai gantinya, lanjutkan dengan materi lainnya. (S12)</p> <p>Saya kira kalau diberikan masukan langsung, tidak apa-apa. Karena saya merasa baik-baik saja dan menghemat waktu juga. Kadang-kadang meskipun umpan balik diberikan secara tidak langsung, itu memakan waktu lama (S13)</p>	<p>middle or direct correction it means that at the end of learning you can relax and not be rushed with time (S11)</p> <p>I think if given direct feedback, it's fine. Because I feel fine and it saves time too. Sometimes even though feedback is given indirectly, it takes a long time, study hours are in a hurry, and sometimes if it is changed to the following week, feedback is no longer received. Instead, continue with other materials. (S12)</p> <p>I think if given direct input, it's okay. Because I feel fine and it saves time too. Sometimes even though the feedback is given indirectly, it takes a long time (S13)</p>
6	Do you feel motivated after the teacher gives spoken corrective feedback?	Umpan balik dari Miss E penting agar kami dapat meningkatkan dan menjadi lebih baik lagi dalam berbicara dan memberikan motivasi untuk belajar lebih banyak bahasa Inggris (S1)	<p>Feedback from Miss E is important so that we can improve and become even better at speaking and provide motivation to learn more English (S1)</p> <p>Provide motivation to learn more English (S2)</p>

	<p>Memberikan motivasi untuk lebih belajar bahasa Inggris(S2)</p> <p>Termotivasi jadi tau yang benarnya bagaimana, pengucapannya tau bagaimana (S3)</p> <p>Feedbacknya termotivasi lancar brebahasa Inggris (S4)</p> <p>Lebih termotivasi karena ada beberapa tidak bisa dan saya ada peningkatan (S5)</p> <p>Sangat termotivasi (S6)</p> <p>Kurang termotivasi (S7)</p> <p>Lumayan termotivasi, karena lebih ada niatan belajar bahasa Inggris (S8)</p> <p>Termotivasi, misalkan salah dibenarkan cara ucpanya seperti apa benarnya(S9)</p> <p>Iya motivasinya lebih semangat belajar bahasa Inggris (S10)</p> <p>Kurang termotivasi karena saya kurang tertarik dengan bahasa Inggris (S11)</p> <p>Termotivasi, karena biar bisa seperti Miss E yang lancar berbahasa inggris (S12)</p>	<p>Motivated to know the correct way, know how to pronounce it (S3)</p> <p>The feedback is motivated to be fluent in English (S4)</p> <p>More motivated because some can't and I have improvement (S5)</p> <p>Highly motivated (S6)</p> <p>Lack of motivation (S7)</p> <p>Pretty motivated, because there is more intention to learn English (S8)</p> <p>Motivated, for example, if one is wrong, the way he says it is true (S9)</p> <p>Yes, the motivation is to be more enthusiastic about learning English (S10)</p> <p>Less motivated because I am less interested in English (S11)</p> <p>Motivated, because so I can be like Miss E who is fluent in English (S12)</p> <p>A little motivated, because Miss E explains it clearly and her English is good (S13)</p> <p>Motivated, because I like English from other subjects, I understand this one faster (S14)</p>
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		<p>Sedikit termotivasi, karena Miss E menjelaskan itu jelas dan bahasa Inggris beliau bagus (S13)</p> <p>Termotivasi, krna suka dengan bahasa Inggris dari mapel yang lain jadi lebih cepat paham yang ini(S14)</p>	
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Appendix 8: Research Letter

 <p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN FAKULTAS TARBIIYAH DAN KEGURUAN Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70225 Telepon (0511) 3253939; Faksimili (0511) 3274492 Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id</p>	 <p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN FAKULTAS TARBIIYAH DAN KEGURUAN Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70225 Telepon (0511) 3253939; Faksimili (0511) 3274492 Website: ftk.uin-antasari.ac.id; E-mail: ftk@uin-antasari.ac.id</p>
<p>Nomor : B-7154 /Un.14/III.1/PP.00.9/11/2022 24 November 2022 Sifat : Penting Lampiran : 1 (Satu) Berkas Hal : Mohon Izin Riset</p> <p>Yth. Kepala SMAN 1 Kelumpang Barat Kabupaten Kotabaru, Provinsi Kalimantan Selatan</p> <p>Assalamu/alaikum Wr.Wb</p> <p>Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (I) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :</p> <p>Nama : Hairunnisa NIM : 190101030116 Program Studi : Tadris Bahasa Inggris Fakultas : Tarbiyah dan Keguruan Alamat : Jl. Tujuh Perjuangan, Rt. 07 Desa Bungukuran, Kecamatan Kelumpang Barat, Kabupaten Kotabaru No HP : 085245679535</p> <p>Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih. Wassalamu/alaikum Wr.Wb</p> <p style="text-align: right;">Wakil Dekan Bidang Akademik dan Kelembagaan,  Dr. Ahmad Muradi</p> <p>Tembusan : Dekan Fakultas Tarbiyah dan Keguruan</p>	<p style="text-align: center;">SURAT RISET</p> <p>Nomor : B-7154 /Un.14/III.1/PP.00.9/11/2022</p> <p>Yang bertanda tangan Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :</p> <p>Nama : Hairunnisa NIM : 190101030116 Semester : VII (Tujuh) Alamat : Jl. Tujuh Perjuangan, Rt. 07 Desa Bungukuran, Kecamatan Kelumpang Barat, Kabupaten Kotabaru Tugas : Melakukan Riset / Penelitian Ilmiah dalam rangka pengumpulan data untuk penyusunan Skripsi sarjana dengan judul :</p> <p style="text-align: center;">THE ANALYSIS OF TEACHER'S SPOKEN CORRECTIVE FEEDBACK IN SENIOR HIGH SCHOOL</p> <p>Tempat Penelitian : SMAN 1 Kelumpang Barat Lamanya Riset : 2 (Dua) Bulan Dari Tanggal : 3 Januari 2023 Sampai Tanggal : 4 Maret 2023</p> <p>Demikian surat Riset diberikan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.</p> <p style="text-align: right;">Banjarmasin, 24 November 2022 Wakil Dekan Bidang Akademik dan Kelembagaan,  Dr. Ahmad Muradi, M.Ag NIP 197808082005011006</p> <p>Mahasiswa yang bersangkutan,  Hairunnisa 190101030116</p>

Appendix 9: Title Change Letter



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

Nomor : B – 1109/Un.14/III.1.f/PP.00.9/11/2022 Banjarmasin, 18 November 2022
Lamp : -
Hal : **Perubahan Judul Skripsi**

Kepada Yth.
Sdr (i) Hairunnisa
NIM. 190101030116
Mahasiswa Jurusan TBI
di Banjarmasin

Assalamu'alaikum. Wr. Wb.

Berdasarkan usulan dari Dosen Pembimbing Skripsi tentang perubahan Judul Skripsi, demikian pula setelah kami mengadakan penelitian dan peninjauan seperlunya terhadap Proposal Skripsi Sdr (i), dengan ini kami menyatakan dapat menyetujui judul skripsi Sdr (i) yang semula berbunyi:

**THE ANALYSIS OF TEACHER'S SPOKEN CORRECTIVE FEEDBACK IN
ISLAMIC JUNIOR HIGH SCHOOL**

Berubah Menjadi:

**THE ANALYSIS OF TEACHER'S SPOKEN CORRECTIVE FEEDBACK IN
SENIOR HIGH SCHOOL**

Menunjuk :

1. Dra. Andi Irlina, M.Hum sebagai Dosen Pembimbing Konten dan Metodologi.
2. Fajrianor, S.Pd, M.Pd sebagai Dosen Pembimbing Bahasa dan Teknik Penulisan.

Demikian agar Sdr (i) segera menghubungi pembimbing untuk konsultasi selanjutnya.

Wassalamu'alaikum. Wr. Wb.

Ketua,

Afifah Linda Sari



Appendix 10: Certificate of Seminar Proposal



**KEMENTERIAN AGAMA
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Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B-771/Un.14/III.1.f/PP.00.9/08/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Hairunnisa
N I M : 190101030116
Jurusan/Prodi : TBI
Alamat : Jl. Inggub No. 117, RT. 31, RW. 02, Kelurahan
Kuripan, Kecamatan Banjarmasin Timur, Kota
Banjarmasin

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**THE ANALYSIS OF TEACHER'S SPOKEN CORRECTIVE FEEDBACK IN
ISLAMIC JUNIOR HIGH SCHOOL**

Pada Hari/Tanggal : Jum'at, 03 Juni 2022
Tempat : Google Meet


Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 24 Agustus 2022

Ketua,


Afifah Linda Sari

Appendix 11: Seminar Proposal Letter



UIN
UNIVERSITAS ISLAM NEGERI
ANTASARI
BANJARMASIN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin 70235
Telepon (0511) 3253939 Faksimile (0511) 3274492
Email: tbi@uin-antasari.ac.id Web: fk.iain-antasari.ac.id

SEMINAR PROPOSAL SKRIPSI

Hari/Tanggal : Jum'at, 03 Juni 2022

Judul Proposal Skripsi : The Analysis of Teacher's Spoken Corrective feedback in
Islamic Junior High School

Nama Penyaji/NIM : Hairunnisa / 190101030116

Dosen pembimbing : Dra. Andi Irlina, M.Hum
Fajrianor, M.Pd

Ruang Seminar : Daring (google meet)

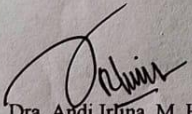
Alamat Rumah : Jl. In-Gub, No. 117, kel. Kuripan, Kec. Banjarmasin Timur

Penanggung Utama : Nurjannah Mahmudatul Hayati

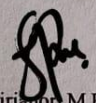
Penanggap Umum : 1. Melisa Khairaini
2. Annisa Patmasari
3. Gusti Rafi'atussyifa

Banjarmasin, 03 Juni 2022

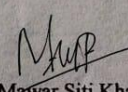
Pembimbing, (Konten & Metodologi)	Pembimbing, (Bahasa & Teknik Penulisan)	Moderator,
--------------------------------------	--	------------



Dra. Andi Irlina, M. Hum.
NIP. 196901122003122004



Fajrianor, M.Pd
NIP. 201704070



Mawar Siti Khadijah
NIP.

Catatan:

1. Blangko ditandatangani oleh Pembimbing dan Moderator sewaktu kegiatan seminar dilaksanakan.
2. Blanko ini segera diserahkan ke Prodi setelah kegiatan seminar dilaksanakan.

Prodi 2022

Scanned by TapScanner





Appendix 12: Thesis Consultation Notes



CONSULTATION SHEET

ADVISOR OF CONTENTS AND RESEARCH METHODS
NAME OF ADVISOR: Dra. ANDI IRLINA, M. Hum

No.	Date	Consultation Notes	Signature
1.	November 2, 2022	<ul style="list-style-type: none"> - background study fix again - Explain the reasons for selecting participants - Added theory of perception 	
2.	November 25, 2022	<ul style="list-style-type: none"> - You can start your research - Signature the research letter 	
3.	May 23, 2023	<ul style="list-style-type: none"> - The participant section explains the criteria and the teacher's name is deleted - No need to use tables - You don't need a lot of interview statements, just the important ones and put the rest in the attachment - Adjust again with the existing theory 	
4.	May 25, 2023	<ul style="list-style-type: none"> - Just eliminate theories that are not related to your research - Write the similarities and differences between previous research and your research - write the total number of participants - The discussion section rearranges properly and correctly and according to existing theories or other new theories. 	

5.	May 30, 2023	<ul style="list-style-type: none"> - Just eliminate theories that are not related to your research - Add perception theory and positive and negative perception theory - Add more conversation findings that have the type of feedback - The findings from R.Q 2 match the theory used in chapter II - In the discussion of the R.Q 2 section, adjust it to the findings and theory used 	
6.	June 6, 2023	<ul style="list-style-type: none"> - Create chapter V and abstract 	
7.	June 7, 2023	<ul style="list-style-type: none"> - Create an approval letter - Signature the approval letter 	
8.	June 8, 2023	<ul style="list-style-type: none"> - Fix the title on the abstract - Correct the example on the theory of the recast type that there is a typo - Write the differences between previous research and your research - Change the method approach from a qualitative case study to a qualitative descriptive - At the place of research that date moved and wrote on the technique of data collection - Explain the reason for choosing the research setting - Write the total participants - Dates on the findings are put in chapter III in the observation and interview section - The title in the findings section is adjusted to R.Q 1 	



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 Jalan Jenderal Ahmad Yani KM. 4.5 Banjarmasin
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: ftk.anasari@gmail.com Web: www.ftk.uin-antasari.ac.id

LEMBAR BIMBINGAN THESIS

Nama : Hairunnisa
 NIM : 190101030116
 No. Telp : 085245679535
 Email : niisaarham24@gmail.com
 Judul Thesis : The Analysis of Teacher's Spoken Corrective Feedback in Senior High School

Dosen Pembimbing Akademik : DRA. ANDI IRLINA, M.HUM
 Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
 Dosen Pembimbing Thesis 2 : FAJRANOR, M.PD
 Bimbingan ke : 1. Cover - Chapter 1
 Berkas Thesis :

Catatan Bimbingan :

1. Adjust the spacing size to 2.0
2. Fix writing according to the template
3. Change the citation to book section
4. Each paragraph is corrected again
5. In the research settings section, add when the data was taken
6. In the participant section add reasons why there are 15 students and 1 teacher
7. Just put the documentation section in the appendix

Banjarmasin, 10 Mar, 2023 07:11 am

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 No. Telp : 085245679535
 Email : niisaarham24@gmail.com
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Dosen Pembimbing Akademik : DRA. ANDI IRLINA, M.HUM
 Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
 Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
 Bimbingan ke : 2. Chapter 2
 Berkas Thesis :

Catatan Bimbingan :

1. Fix the citation
2. Fix the writing format
3. Adjust to the writing format
4. Change the citation to the citation style

Banjarmasin, 08 May,2023 03:35 am

Pembimbing

Fajriahor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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 Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
 Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
 Bimbingan ke : 3. Chapter 3
 Berkas Thesis :

Catatan Bimbingan :

1. Don't separate according to, based on, by etc. with brackets like this, it's better to move the citation to the end of the sentence
2. Hide the title, click the small part at the end of the citation and edit the citation, check the others too
3. Add date details from when to when
4. Hide detailed information, just refer to the teacher

Banjarmasin, 10 May,2023 04:15 am

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing



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LEMBAR BIMBINGAN THESIS

Nama : Hairunnisa
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 Email : niisaarham24@gmail.com
 Judul Thesis : The Analysis of Teacher's Spoken Corrective Feedback in Senior High School

Dosen Pembimbing Akademik : DRA. ANDI IRLINA, M.HUM
 Dosen Pembimbing Thesis 1 : DRA. ANDI IRLINA, M.HUM
 Dosen Pembimbing Thesis 2 : FAJRIANOR, M.PD
 Bimbingan ke : 4. Chapter 4
 Berkas Thesis :

Catatan Bimbingan :

1. Justify the sentence again
2. The field note section is replaced with observed
3. Move the results of the interview to the next paragraph, because they are no more than 40 words
4. Add the date
5. For the discussion, it contains findings + theory
6. Minimum 50 pages from chapter 1 until chapter 5

Banjarmasin, 23 May,2023 08:01 am

Pembimbing

Fajrianor, M.Pd

*Wajib dibawa saat bimbingan langsung

*Catat hasil konsultasi dan minta tanda tangan pembimbing

Appendix 13: Documentation Photo



CURRICULUM VITAE

I. Personal Details

Full Name : Hairunnisa
SRN : 190101030116
Place and Date of Birth : Bungkukan, August 24th, 2001
Gender : Female
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Asmuri and Siti Aisyah
Siblings : M. Arham

II. Formal Educational Background

2007 - 2013 : State Elementary School 1 Bungkukan (SDN 1 Bungkukan)
2013 - 2016 : State Junior High School 1 West Kelumpang (SMPN 1 Kelumpang Barat)
2016 - 2019 : State Senior High School 1 West Kelumpang (MAN 1 Kelumpang Barat)
2019 - 2023 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2019 – 2021 : Member of LDK (*Lembaga Dakwah Kampus*) Nurul Fata

Banjarmasin, June 14, 2023



The writer