

APPENDIX I

TRANSLATERY LIST

No	Verse	Indonesian
1.	Ali-imran verse 159	159. Maka berkat rahmat Allah engkau (Muhammad) berlaku lemah lembutterhadap mereka. Sekiranya kamu bersikap keras dan berhati kasar. Tentulah mereka menjauhkan diri dari sekitarmu. Karena itu maafkanlah mereka dan mohonkanlah ampun untuk mereka, dan bermusyawarahlah dengan mereka dalam urusan itu. Kemudian, apabila engkau telah membulatkan tekad, maka bertaqwakallah kepada Allah. Sungguh, Allah mencintai orang yang bertawakal.

APPENDIX II

CLASSROOM OBSERVATION GUIDELINE

No.	Teacher's Strategy			
			Yes	No
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue		
		Right after student's dialogue		
2.	The teacher applies each types of corrective feedback.	Explicit correction		
		Recast		
		Clarification request		
		Metalinguistic Feedback		
		Elicitation		
		Repetition		
3.	On what categories of pronunciation the teacher gives corrective feedback to students?	Stress		
		Ryhtm		
		Intonation		
		Vowels		
		Consonants		
4.	The teacher gives feedback to students.	Individually		
		Collectively		

5.	Does the teacher give comments related to students' learning process in pronunciation?	Directly give comment		
		Not directly give comment		
6.	Does the teacher use English or Bahasa when giving corrective feedback?	English		
		Indonesia		
7.	Does the teacher give correction about student's error in pronunciation?	Directly give correct answer		
		Not directly give correct answer		
8.	Does teacher directly state about students' error in pronunciation?	Directly state		
		Not state		
9.	Does the teacher always repeat the words of students' error in pronunciation?	Repeat		
		Not repeat		

10,	Does the teacher motivate the students to improve their pronunciation when giving corrective feedback?	Motivate		
		Not motivate		

Source: Rudiansyah.S.Pd,(2017). Corrective Feedback in Speaking Class at English Department of UIN Antasari Banjarmasin.

APPENDIX III

OBSERVATION GUIDELINE TRANSCRIPTS

Day, date : Thursday, 9 May 2019

Time : 06.40-08.20

Activity : English Teaching Learning

Location : 68th grade of English UPB

Observer : Zulfa Izzati

No.	Teacher's Strategy			
			Yes	No
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue	√	
		Right after student's dialogue		√
2.	The teacher applies each types of corrective feedback.	Explicit correction		√
		Recast	√	
		Clarification request		√
		Metalinguistic Feedback		√

		Elicitation		√
		Repetition	√	
3.	On what categories of pronunciation the teacher gives corrective feedback to students?	Stress	√	
		Ryhtm		√
		Intonation		√
		Vowels	√	
		Consonants	√	
4.	The teacher gives feedback to students.	Individually	√	
		Collectively	√	
5.	Does the teacher give comments related to students' learning process in pronunciation?	Directly give comment	√	
		Not directly give comment		√
6.	Does the teacher use English or Bahasa when giving corrective feedback?	English	√	
		Indonesia	√	
7.	Does the teacher give correction about student's error in pronunciation?	Directly give correct answer	√	
		Not directly give correct answer		
8.	Does teacher directly state	Directly state	√	

	about students' error in pronunciation?	Not state		√
9.	Does the teacher always repeat the words of students' error in pronunciation?	Repeat	√	
		Not repeat		√
10,	Does the teacher motivate the students to improve their pronunciation when giving corrective feedback?	Motivate	√	
		Not motivate		√

Day, date : Friday, 10 May 2019

Time : 06.40-08.20

Activity : English Teaching Learning

Location : 68th grade of English UPB

Observer : Zulfa Izzati

No.	Teacher's Strategy			
			Yes	No
1.	The way of teacher to give	Straightforward	√	

	corrective feedback.	student's dialogue		
		Right after student's dialogue		√
2.	The teacher applies each types of corrective feedback.	Explicit correction		√
		Recast	√	
		Clarification request		√
		Metalinguistic Feedback		√
		Elicitation		√
		Repetition	√	
3.	On what categories of pronunciation the teacher gives corrective feedback to students?	Stress		√
		Ryhtm		√
		Intonation		√
		Vowels	√	
		Consonants	√	
4.	The teacher gives feedback to students.	Individually	√	
		Collectively	√	
5.	Does the teacher give comments related to students' learning process in pronunciation?	Directly give comment	√	
		Not directly give comment		√
6.	Does the teacher use English or Bahasa when	English	√	
		Indonesia	√	

	giving corrective feedback?			
7.	Does the teacher give correction about student's error in pronunciation?	Directly give correct answer	√	
		Not directly give correct answer		√
8.	Does teacher directly state about students' error in pronunciation?	Directly state	√	
		Not state		√
9.	Does the teacher always repeat the words of students' error in pronunciation?	Repeat	√	
		Not repeat		√
10.	Does the teacher motivate the students to improve their pronunciation when giving corrective feedback?	Motivate	√	
		Not motivate		√

Day, date : Saturday, 10 May 2019

Time : 06.40-08.20

Activity : English Teaching Learning

Location : 68th grade of English UPB

Observer : Zulfa Izzati

No.	Teacher's Strategy			
			Yes	No
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue	√	
		Right after student's dialogue		√
2.	The teacher applies each types of corrective feedback.	Explicit correction		√
		Recast	√	
		Clarification request		√
		Metalinguistic Feedback		√
		Elicitation		√
		Repetition	√	
3.	On what categories of pronunciation the teacher gives corrective feedback to students?	Stress	√	
		Ryhtm		√
		Intonation	√	
		Vowels	√	
		Consonants	√	

4.	The teacher gives feedback to students.	Individually	√	
		Collectively	√	
5.	Does the teacher give comments related to students' learning process in pronunciation?	Directly give comment	√	
		Not directly give comment		√
6.	Does the teacher use English or Bahasa when giving corrective feedback?	English	√	
		Indonesia	√	
7.	Does the teacher give correction about student's error in pronunciation?	Directly give correct answer	√	
		Not directly give correct answer		
8.	Does teacher directly state about students' error in pronunciation?	Directly state	√	
		Not state		√
9.	Does the teacher always repeat the words of students' error in pronunciation?	Repeat	√	
		Not repeat		√

10,	Does the teacher motivate the students to improve their pronunciation when giving corrective feedback?	Motivate	√	
		Not motivate		√

Day, date : Thursday, 16 May 2019

Time : 06.40-08.20

Activity : English Teaching Learning

Location : 68th grade of English UPB

Observer : Zulfa Izzati

No.	Teacher's Strategy			
			Yes	No
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue	√	
		Right after student's dialogue		√
2.	The teacher applies each types of corrective feedback.	Explicit correction		√
		Recast	√	
		Clarification request		√
		Metalinguistic Feedback		√
		Elicitation		√

		Repetition	√	
3.	On what categories of pronunciation the teacher gives corrective feedback to students?	Stress	√	
		Ryhtm		√
		Intonation	√	
		Vowels	√	
		Consonants	√	
4.	The teacher gives feedback to students.	Individually	√	
		Collectively	√	
5.	Does the teacher give comments related to students' learning process in pronunciation?	Directly give comment	√	
		Not directly give comment		√
6.	Does the teacher use English or Bahasa when giving corrective feedback?	English	√	
		Indonesia	√	
7.	Does the teacher give correction about student's error in pronunciation?	Directly give correct answer	√	
		Not directly give correct answer		
8.	Does teacher directly state	Directly state	√	

	about students' error in pronunciation?	Not state		√
9.	Does the teacher always repeat the words of students' error in pronunciation?	Repeat	√	
		Not repeat		√
10.	Does the teacher motivate the students to improve their pronunciation when giving corrective feedback?	Motivate	√	
		Not motivate		√

Day, date : Friday, 17 May 2019

Time : 06.40-08.20

Activity : English Teaching Learning

Location : 68th grade of English UPB

Observer : Zulfa Izzati

No.	Teacher's Strategy			
			Yes	No
1.	The way of teacher to give	Straightforward	√	

	corrective feedback.	student's dialogue		
		Right after student's dialogue		√
2.	The teacher applies each types of corrective feedback.	Explicit correction		√
		Recast	√	
		Clarification request		√
		Metalinguistic Feedback		√
		Elicitation		√
		Repetition	√	
3.	On what categories of pronunciation the teacher gives corrective feedback to students?	Stress	√	
		Ryhtm		√
		Intonation	√	
		Vowels	√	
		Consonants	√	
4.	The teacher gives feedback to students.	Individually	√	
		Collectively	√	
5.	Does the teacher give comments related to students' learning process in pronunciation?	Directly give comment	√	
		Not directly give comment		√
6.	Does the teacher use English or Bahasa when	English	√	
		Indonesia	√	

	giving corrective feedback?			
7.	Does the teacher give correction about student's error in pronunciation?	Directly give correct answer	√	
		Not directly give correct answer		
8.	Does teacher directly state about students' error in pronunciation?	Directly state	√	
		Not state		√
9.	Does the teacher always repeat the words of students' error in pronunciation?	Repeat	√	
		Not repeat		√
10,	Does the teacher motivate the students to improve their pronunciation when giving corrective feedback?	Motivate	√	
		Not motivate		√

Day, date : Saturday, 17 May 2019

Time : 06.40-08.20

Activity : English Teaching Learning

Location : 68th grade of English UPB

Observer : Zulfa Izzati

No.	Teacher's Strategy			
			Yes	No
1.	The way of teacher to give corrective feedback.	Straightforward student's dialogue	√	
		Right after student's dialogue		√
2.	The teacher applies each types of corrective feedback.	Explicit correction		√
		Recast	√	
		Clarification request		√
		Metalinguistic Feedback		√
		Elicitation		√
		Repetition	√	
3.	On what categories of pronunciation the teacher gives corrective feedback to students?	Stress	√	
		Ryhtm		√
		Intonation	√	
		Vowels	√	

		Consonants	√	
4.	The teacher gives feedback to students.	Individually	√	
		Collectively	√	
5.	Does the teacher give comments related to students' learning process in pronunciation?	Directly give comment	√	
		Not directly give comment		√
6.	Does the teacher use English or Bahasa when giving corrective feedback?	English	√	
		Indonesia	√	
7.	Does the teacher give correction about student's error in pronunciation?	Directly give correct answer	√	
		Not directly give correct answer		
8.	Does teacher directly state about students' error in pronunciation?	Directly state	√	
		Not state		√
9.	Does the teacher always repeat the words of students' error in pronunciation?	Repeat	√	
		Not repeat		√

10.	Does the teacher motivate the students to improve their pronunciation when giving corrective feedback?	Motivate	√	
		Not motivate		√

APPENDIX IV

LIST OF INTERVIEW'S QUESTION

1. What do you do when you find students' error in pronunciation?
2. Do you know about corrective feedback? What is it?
3. Do you know kind of corrective feedback? What are?
4. What kind of corrective feedback do you usually use? Why?
5. How often do you give corrective feedback to students? Why?
6. What do you do to give corrective feedback to students' error in pronunciation?
7. Do you directly give correct answer when you give correction to students' error in pronunciation? Why?
8. How do you explain your corrective feedback to students, individually or collectively? Why?
9. In giving corrective feedback do you use English or Indonesia? Why?
10. What do you state directly about students' error in pronunciation? Why?
11. With giving corrective feedback do you can to describe students' ability?
12. Do you give different comment to students good in pronunciation? Why?
13. Do you consider students personality when giving feedback?why?

14. According to you does the student to be motivated by giving corrective feedback that you used?
15. What is your purpose in giving corrective feedback to students?

APPENDIX V

INTERVIEW TRANSCRIPT

Day, date : Thursday, 9 May 2019

Informant : Andi Puput Oktavia, S .Pd

Interviewer : Zulfa Izzati

Interviewer : Assalamualaikum,miss?

Teacher : Waalaikumsalam Zulfa

Interviewer : Miss, could I have your have time for interview,please?

Teacher : Yes, Of course

Interviewer : Oke miss, I start to interview miss. What do you do when you find students' error in pronunciation?

Teacher : When I found some errors in my students's re-correct directly, also sometimes I say that any errors in their pronunciation because I want to know how far they direct it correctly.

Interviewer : Then, what kind of corrective feedback do you usually use?Why?

Teacher : Yes sure, it's feedback which is students accept feedback from their Teacher to finish the task, exercise, or something like that for learning process.

Interviewer : Do you know kind of corrective feedback? What are they?

Teacher : I'm not sure the kinds of but usually I correct them by repeating, recasting and clarifying. Sometimes maybe I used the other kinds of Corrective Feedback but I'm not sure the kind of .

Interviewer : What kind of corrective feedback do you usually use? Why?

Teacher : I usually used recast, repeatation, and clarification. Why do I use them? I think they are more effective than the others ways, one of those methods also already effective especially in my own thesis, that's why do I choose them as my method to correct my students errors. Then, they did it as I did it.

Interviewer : How often do you give corrective feedback to students? Why?

Teacher : Usually, when they did it. And sometimes, when they forgot it.

Interviewer : What do you do to give corrective feedback to students' error in pronunciation?

Teacher : Especially for pronunciation I repeat the sentences or words directly sometimes I say error first or directly I correct the mistake.

Interviewer : Do you directly give correct answer when you give correction to students' error in pronunciation? Why?

Teacher :Yes, sure. Because I want my students aware their error by themselves.

Interviewer : How do you explain your corrective feedback to students, individually or collectively? Why?

Teacher :Sometimes individually when I ask something individually and sometimes collectively when I ask them pair, groups or class.

Interviewer : In giving corrective feedback do you use English or Indonesia?

Why?

Teacher : Usually I use English because I aware that my class is English as a foreign, and rarely I use Bahasa Indonesia because I also can't force them hardly to understand what I mean when I describe something mistake.

Interviewer : What do you state directly about students' error in pronunciation?

Why?

Teacher : Sometimes say "yes" and repeat the error by saying the right one.

Interviewer : With giving corrective feedback do you can to describe students' ability?

Teacher : Sure, they same like beginner in learning English. Why do I say it? Because many of them spent the learning just formally or spend the time which they have to finish without real goal which maybe can support them to use English in daily life or to support their next goal in learn English.

Interviewer : Do you give different comment to students good in pronunciation? Why?

Teacher : Yes, sure. I say "Good, Excellent, Bravo or Good Job" usually when they are in the right form or ways to learn language.

Interviewer : Do you consider students personality when giving feedback? why?

Teacher : Not really, because I teach generally in a big group, and maybe I have to need long time just to finish coaching the mistake to each of them.

Interviewer : According to you does the student to be motivated by giving corrective feedback that you used?

Teacher : Sure, according to my experience in teaching they feel motivated when I used it. Because many of them don't make the same mistake twice.

Interviewer : What is your purpose in giving corrective feedback to students?

Teacher : To correct my students error and make sure them that they really accept something I share when learning process.

Interviewer : Ok, miss. I think enough for interview, thank you very much for your time and I apologize for troubling you. Assalamualaikum, miss.

Teacher : Ok, you're welcome Zulfa. Waalaikumsalam.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
BIRO SKRIPSI**

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

SURAT KETERANGAN

Nomor: 555/Un.14/III.1.V04/2019

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Zulfa Izzati
N I M : 1301240868
Jurusan/Prodi : TBI
Alamat : Jalan Antasan Kecil Timur Rt.8 No. 16a Rw.
001 Kel. Antasan Kecil Timur Kec.
Banjarmasin Utara

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi
yang berjudul:

**THE TEACHER'S CORRECTIVE FEEDBACK IN PRONUNCIATION
AT 68 GROUP OF ENGLISH UPB AT UIN ANTASARI BANJARMASIN**

Pada Hari/Tanggal : Selasa, 26 Maret 2019

Tempat : Munaqasah 2

Demikian surat keterangan ini dibuat, untuk dipergunakan
sebagaimana mestinya.

Banjarmasin, 8 April 2019



Mahmud M.Pd.I

NIP. 196208212015032004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
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SURAT RISET

Nomor: B-FTK/Un.14/II.1.05/2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari, dengan ini menugaskan kepada :

Nama : Zulfa Izzati
Nomor Induk Mahasiswa : 1301240868
Semester : XIV (Empat Belas)
Alamat : JL. ANTASAN KECIL TIMUR RT.8 NO. 16A
RW.001 KEL. ANTASAN KECIL TIMUR KEC.
BANJARMASIN UTARA KODE POS. 70123
Tugas : Melakukan Riset / Penelitian ilmiah dalam rangka
pengumpulan data untuk penyusunan Skripsi
Sarjana dengan Judul :

THE TEACHER'S CORRECTIVE FEEDBACK IN PRONUNCIATION AT 68TH GROUP OF
ENGLISH UPB AT UIN ANTASARI BANJARMASIN

Tempat yang dituju : UPB UIN Antasari Banjarmasin
Barang yang dibawa : Seperangkat alat riset
Lamanya Riset : 2 (Dua) bulan
Dari tanggal : 9 Mei 2019
Sampai dengan tanggal : 9 Juli 2019

Demikian Surat Riset ini dibenarkan kepada ybs, agar pihak-pihak yang berkepentingan dapat memberikan bantuan seperlunya.

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Mahasiswa yang bersangkutan,

Zulfa Izzati
NIM. 1301240868



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN**

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Nomor : B-1743/Un.14/III.1.1/05/2019
Sifat : Penting
Lampiran : 1 (satu) lembar
Hal : Riset Dalam Rangka Penyusunan Skripsi

Banjarmasin, Mei 2019

K e p a d a,

Yth. **Rektor UIN Antasari**
Kota Banjarmasin
di – Banjarmasin

Assalamu'alaikum Warahmatullah Wabarakatuh

Dengan hormat, 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 :

Nama : Zulfa Izzati
N I M : 1301240868
Jurusan : PBI
Fakultas : Tarbiyah dan Keguruan
Alamat : JL. ANTASAN KECIL TIMUR RT.8 NO. 16A RW.001 KEL. ANTASAN KECIL
TIMUR KEC. BANJARMASIN UTARA KODE POS. 70123

Demikian surat ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. Hairul Hudaya, M.Ag
NIP. 197510232006041003

Tembusan :

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Antasari;
2. Kepala UPB UIN Antasari Banjarmasin



APPENDIX VI

PICTURES







CURRICULUM VITAE

I. Personal Details	
Name	: Zulfa Izzati
Place and Date of Birth	: Banjarmasin, November 25 th , 1995
Gender	: Female
Marital Status	: Single
Religion	: Islam
Nationality	: Indonesia
Parents	: Hadriani and Fithrotinnisaa
Siblings	: Khumaira and Muhammad Fida Islami
II. Formal Educational Background	

2000-2001	: Tk Budi Mulia Banjarmasin
2001-2007	: SDN Ps Lama 3 Banjarmasin
2007-2010	: SMPN 1 Banjarmasin
2010-2013	: SMAN 1 Banjarmasin
2013-2020	: English Education Department of Antasari State Islamic University Banjarmasin
III. Organization Experience	
2013-2018	: Student Activity PSDB AL-WAAHID UIN Antasari Banjarmasin