

## APPENDICES

### Appendix I: Translation of Qur'an

Surah	Translation	
	English	Indonesian
Az-Zariyat verse 55	“And remind, for indeed, the reminder benefits the believers.”	“Dan tetaplah memberi peringatan, karena sesungguhnya peringatan itu bermanfaat bagi orang-orang mukmin.”

### Appendix II: Interview with the Thesis Supervisors

1. Would you like to describe your feedback practice?
2. In giving written corrective feedback which areas do you focus on?  
(organization, content, language, mechanics)
3. Would you like to explain what strategies do you use in providing feedback?
4. Which one the most types of feedback that you used on students writing?

### Interview Data

Lecturer A	<ol style="list-style-type: none"> <li>1. Untuk penerapan feedback ini sering saya lakukan ketika sesi konsultasi empat mata dengan mahasiswa. Saya juga menggunakan feedback tertulis untuk memudahkan mahasiswa mengidentifikasi kesalahan mereka dalam writing. Dalam prakteknya saya memberikan tanda seperti menggaris bawah kata atau kalimat yang saya rasa keliru.</li> <li>2. Untuk saya pribadi dalam memberikan feedback biasanya tidak terlalu detail. Sebagai dosen pembimbing kedua, dari segi penulisan saya berfokus pada grammar. Misalnya, Ketika ada kata yang ketinggalan akhiran "s/es" itu biasanya yang sering saya koreksi. saya juga memperhatikan penulisan sitasi. Pada bagian organization juga saya mempertimbangkan hal-hal seperti jumlah kalimat dalam satu paragraf yang menyesuaikan pedoman penulisan.</li> <li>3. Untuk strategi saat memberikan feedback saya biasanya menandai hal-hal yang perlu diperbaiki dengan menggaris bawah kata</li> </ol>	<ol style="list-style-type: none"> <li>1. For the application of this feedback, I often do it during face-to-face consultation sessions with students. I also use written feedback to make it easier for students to identify their mistakes in writing. In practice, I give marks such as underlining words or sentences that I feel are wrong.</li> <li>2. For me personally, in giving feedback usually not too detailed. As the second supervisor, in terms of writing I focus on grammar. For example, when a word misses the "s/es" ending, I usually correct it. I also paid attention to citation writing. In the organization section I also consider things such as the number of sentences in one paragraph according to the writing guidelines.</li> <li>3. For strategies when giving feedback, I usually mark things that need to be improved by underlining the</li> </ol>
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	<p>atau kalimat tersebut secara langsung.</p> <p>4. Saya lebih sering menerapkan direct feedback dengan harapan agar mahasiswa bisa dengan mudah memahami feedback yang dimaksud dan tidak mengulangi kesalahan yang sama di masa mendatang.</p>	<p>words or sentences directly.</p> <p>4. I apply direct feedback more often with the hope that students can easily understand the intended feedback and not repeat the same mistakes in the future.</p>
Lecturer B	<p>1. Praktik pemberian feedback yang biasanya saya lakukan itu tergantung situasinya. Bisa saat tatap muka dan bisa juga melalui aplikasi Whatsapp.</p> <p>2. Feedback yang saya berikan biasanya berfokus pada organization, grammar and vocabulary.</p> <p>3. Strategi yang saya gunakan dalam penyajian feedback sendiri itu beragam. Kalau konsultasi secara online saya memanfaatkan fitur "word" untuk mengoreksi grammar. Saat konsultasi tatap muka saya melipat halaman yang harus direvisi oleh mahasiswa dengan tujuan agar tidak ada bagian yang terlewatkan. Saya juga menyediakan contoh format penulisan di grup bimbingan sebagai contoh untuk urutan penomoran dan hal-hal</p>	<p>1. The practice of giving feedback that I usually do depends on the situation. Can be face to face or can also be through Whatsapp.</p> <p>2. The feedback that I give usually focuses on organization, grammar and vocabulary.</p> <p>3. The strategies I use in presenting my own feedback are varied. When consulting online, I use the "word" feature to correct grammar. During face-to-face consultations I folded pages that students had to revise with the aim that no part was missed. I also provide examples of writing formats in the guidance group as examples for numbering sequences and</p>

	<p>yang berkaitan dengan organization.</p> <p>4. Saya sering menggunakan indirect feedback karena pada dasarnya kembali lagi pada kekeliruan yang dilakukan mahasiswa.</p>	<p>matters related to organization.</p> <p>4. I often use indirect feedback because it basically returns to the mistakes made by students.</p>
Lecturer C	<p>1. Untuk pemberian feedback sendiri biasanya saya sajikan saat konsul offline atau tatap muka dengan mahasiswa.</p> <p>2. Fokus saya lebih ke aspek-aspek penulisan seperti pemilihan kata, kesesuaian grammar, penomoran dan hampir semua dikoreksi karna ini tugas pembimbing penulisan dan tidak menutup kemungkinan juga mengoreksi ranah yang berkaitan dengan konten karena reflek saat membaca skripsi mahasiswa.</p> <p>3. Kalo dulu saat konsultasi online di era covid-19 saya biasanya menggunakan warna font yang beragam saat memberikan feedback pada skripsi mahasiswa. Untuk sekarang, karena konsultasi offline saya hanya menggunakan tinta pulpen warna hitam saja. Dalam memberikan feedback itu sendiri saya langsung menandai dimana letak kekeliruan penulisan yang dilakukan oleh mahasiswa.</p>	<p>1. For giving feedback myself, I usually present it when the consul is offline or face to face with students.</p> <p>2. My focus is more on aspects of writing such as word choice, grammar, numbering and almost everything is corrected because this is the task of the writing supervisor and it is possible to also correct areas related to content due to reflexes when reading student thesis.</p> <p>3. In the past, during online consultations during the Covid-19 era, I usually used various font colors when giving feedback on student thesis. For now, because of offline consultations, I only use black pen ink. In giving the feedback myself, I immediately marked where the students made mistakes in writing.</p>

	4. Pada dasarnya, saya menyesuaikan dengan kebutuhan siswa saja. Misalnya kesalahan di pemilihan kata maka feedback yang saya berikan otomatis adalah direct feedback supaya mempermudah siswa saat revisi.	4. Basically, I adjust to the needs of students only. For example, an error in the choice of words, the feedback that I give automatically is direct feedback to make it easier for students when revising.
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### Appendix III: Interview with the Students

1. Do you think written corrective feedbacks is important? Why?
2. Did the feedback that you get is easy to understand?
3. Which type of feedback do you like the most?
4. Has this feedback help you to improve your writing?
5. Which aspect in writing would you prefer lecturer's feedbacks to focus on?
6. Did you satisfied with the feedback?
7. What's your expectation for future lecturer especially in providing feedback?

### Interview Data

Respondent	Indonesian	English
Students 1	1. Penting, menurut saya pribadi hal ini sangat memudahkan mahasiswa untuk mengingat kembali hal-hal yang perlu direvisi setelah berkonsultasi pada dosen pembimbing.	1. Important, in my personal opinion this makes it very easy for students to recall things that need to be revised after consulting with the supervisor.

	<ol style="list-style-type: none"> <li>2. Sejauh yang saya dapatkan sampai saat ini, feedbacknya mudah dimengerti.</li> <li>3. Saya lebih suka diberikan direct feedback karena lebih jelas dan lebih terarah serta akan kecil kemungkinan untuk terjadi kesalahpahaman.</li> <li>4. Menurut saya, sebenarnya tidak terlalu ada pengaruh antara kemampuan menulis mahasiswa dengan feedback yang diberikan dosen pembimbing. Pada dasarnya feedback yang diberikan itu hanya sekedar arahan saja, sehingga selebihnya mahasiswa sendirilah yang akan Kembali mengembangkan arahan dosen dan menjabarkannya dengan pemahaman masing-masing.</li> <li>5. Bagian grammar dan sentence structure. Untuk bagian grammar, saya takut ada kesalahan yang tidak sesuai dengan aturan grammar itu sendiri. Saya juga khawatir pada sentence structure jika nantinya kalimat yang saya tulis tidak padu.</li> <li>6. Saya puas dengan feedback yang saya terima.</li> <li>7. Saya berharap kedepannya dosen lebih mengeksplor feedback lain yang sekiranya</li> </ol>	<ol style="list-style-type: none"> <li>2. As far as I've gotten so far, the feedback is easy to understand.</li> <li>3. I prefer to be given direct feedback because it is clearer and more focused and there is less possibility of misunderstandings.</li> <li>4. In my opinion, there is actually not too much influence between students' writing abilities and the feedback given by the supervisor. Basically the feedback given is just a direction, so that the rest of the students themselves will return to developing the lecturer's directions and explaining them with their own understanding.</li> <li>5. In grammar and sentence structure. For the grammar section, I'm afraid there will be mistakes that are not in accordance with the grammar rules themselves. I'm also worried about the sentence structure if later the sentences I write don't cohere.</li> <li>6. I am satisfied with the feedback I received.</li> <li>7. I hope that in the future the lecturers will explore more other feedback that is in accordance with the needs of students.</li> </ol>
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	sesuai dengan kebutuhan mahasiswa.	
Student 2	<ol style="list-style-type: none"> <li>1. Saya rasa iya. Kita bisa tahu dimana letak kesalahan kita dan langsung memperbaikinya agar tidak mengulang kesalahan yang sama.</li> <li>2. Iya, mudah dimengerti.</li> <li>3. Sejujurnya saya cenderung lebih suka direct feedback karena kita bisa langsung tahu dimana letak kesalahan kita. Kalau indirect feedback nantinya kita harus menebak-nebak lagi apa maksud kalimat yang ditandai oleh dosen pembimbing.</li> <li>4. Menurut saya ini membantu. Kita bisa belajar dari kesalahan penulisan kita terdahulu. Dengan diberi feedback, kita menjadi lebih terarah.</li> <li>5. Saya suka diberi feedback di bagian organization karena menurut saya bagian ini cukup mempengaruhi kerapian dalam penulisan skripsi saya.</li> <li>6. Iya, saya puas.</li> <li>7. Saya harap dosen pembimbing di masa mendatang dalam hal menyajikan feedback tidak hanya memberitahu kesalahan saja tetapi juga memberi arahan.</li> </ol>	<ol style="list-style-type: none"> <li>1. I think so. We can know where our mistake and immediately fix it so we don't repeat the same mistake.</li> <li>2. Yes, it is easy to understand.</li> <li>3. To be honest, I prefer direct feedback because we can immediately know where our mistake. For indirect feedback, we have to guess again what the meaning of the sentence marked by the supervisor.</li> <li>4. I think this helpful. We can learn from our past writing mistakes. By being given feedback, we become more focused.</li> <li>5. I like to be given feedback in the organization section because in my opinion this section is enough to influence the neatness of my thesis writing.</li> <li>6. Yes, I am satisfied.</li> <li>7. I hope that future supervisors in terms of providing feedback will not only point out mistakes but also give directions.</li> </ol>
Student 3	<ol style="list-style-type: none"> <li>1. Menurut saya feedback tertulis yang diberikan dosen pembimbing itu</li> </ol>	<ol style="list-style-type: none"> <li>1. In my opinion, the written feedback given by the supervisor is</li> </ol>

	<p>penting karena memori manusia itu terbatas. Oleh sebab itu, jika mendapat feedback yang tidak tertulis akan terjadi kemungkinan kita lupa apa yang perlu direvisi.</p> <ol style="list-style-type: none"> <li>2. Kadang-kadang mudah dimengerti tetapi ada juga saat dimana saya bingung karena tipe yang diberikan adalah indirect feedback.</li> <li>3. Saya cenderung lebih suka direct feedback karena lebih mudah dipahami.</li> <li>4. Saya pribadi merasa terbantu dengan adanya feedback tertulis ini. Banyak pengetahuan baru yang saya dapat dari feedback yang diberikan oleh dosen pembimbing saya.</li> <li>5. Bagian grammar karena grammar susah untuk dipelajari sendiri.</li> <li>6. Sejauh ini saya belum puas. Karena jarang mendapat feedback yang direct.</li> <li>7. Saya harap untuk kedepannya dosen pembimbing bisa menyajikan feedback dalam bentuk direct karena lebih mudah dipahami.</li> </ol>	<p>important because human memory is limited. Therefore, if we receive unwritten feedback, there is a possibility that we will forget what needs to be revised.</p> <ol style="list-style-type: none"> <li>2. Sometimes it's easy to understand but there are also times when I'm confused because the type given is indirect feedback.</li> <li>3. I tend to prefer direct feedback because it's easier to understand.</li> <li>4. I personally feel helped by this written feedback. I got a lot of new knowledge from the feedback given by my supervisor.</li> <li>5. Grammar section because grammar is difficult to learn alone.</li> <li>6. So far I am not satisfied. Because it rarely gets direct feedback.</li> <li>7. I hope that in the future the supervisor can provide direct feedback because it is easier to understand.</li> </ol>
Student 4	<ol style="list-style-type: none"> <li>1. Iya, penting karena ini membantu saya dalam proses revisi.</li> <li>2. Kdang susah kadang mudah.</li> <li>3. Saya cenderung lebih suka yang tipe direct.</li> </ol>	<ol style="list-style-type: none"> <li>1. Yes, it's important because it helps me in the revision process.</li> <li>2. Sometimes it's hard, sometimes it's easy.</li> <li>3. I tend to prefer the direct type.</li> </ol>



	<p>4. Iya</p> <p>5. Saya suka jika dosen focus di bagian language seperti grammar karena menurut saya jika terjadi kekeliruan pada grammar maka akan menimbulkan kesalahan tafsiran atau arti.</p> <p>6. Sejauh ini saya merasa lumayan puas.</p> <p>7. Saya berharap kedepannya dosen menggunakan tipe direct terus aja soalnya lebih mudah dipahami dibandingkan indirect.</p>	<p>4. Yes</p> <p>5. I like it when the lecturer focuses on the language section such as grammar because in my opinion if there is a mistake in grammar it will cause a misinterpretation or meaning.</p> <p>6. So far I feel quite satisfied.</p> <p>7. I hope that in the future lecturers will continue to use the direct type because it is easier to understand than indirect.</p>
Student 5	<p>1. iya sangat membantu, karena dari situ lah saya tau dmn letak kesalahan penulisan yang dimana pedoman penulisan skripsi itu sangat penting. Selain itu memudahkan saya untuk meminimalisir terjadinya revisi setelah melaksanakan siding.</p> <p>2. Sejauh ini saya rasa kadang ada juga yang sulit saya mengerti.</p> <p>3. saya tentu sj lebih senang dengan feedback secara langsung. Alasan saya memilihnya adalah memudahkan saya untuk tau apa yg harus saya perbaiki dan juga saya lebih mudah memahami apa maksud revisian oleh dosen tersebut. Misal apakah saya harus menambah maupun</p>	<p>1. Yes, it is very helpful, because from there I know where the mistakes in writing are where the thesis writing guidelines are very important. Besides that, it makes it easier for me to minimize the occurrence of revisions after carrying out the trial.</p> <p>2. So far I think sometimes there are also things that are difficult for me to understand.</p> <p>3. Of course I prefer direct feedback. The reason I chose it is that it makes it easier for me to know what I need to fix and also makes it easier for me to understand what the lecturer meant by revision. For example,</p>

	<p>menghapus suatu kata agar suatu kalimat menjadi baik.</p> <p>4. ya betul dengan feedback direct saya jd tau bagaimana kaidah penulisan yang benar sesuai pedoman KTI yg dikeluarkan oleh kampus. dengan revisian dri dosen saya bisa mengingat apa kesalahan saya dan mencoba untuk memperbaiki penulisan untuk kedepannya.</p> <p>5. Saya tidak bisa memilih karena menurut saya akan lebih baik jika saya mendapat feedback di bagian yang memang perlu diperbaiki.</p> <p>6. Kalau dibilang puas sih saya rasa masih belum ya. Ada beberapa feedback yang saya rasa masih belum terlalu jelas.</p> <p>7. Saya sangat senang jika kedepannya diberi feedback yang tipe langsung saja.</p>	<p>do I have to add or delete a word so that a sentence becomes good.</p> <p>4. Yes, that's right, with direct feedback I know how to write the correct rules according to the KTI guidelines issued by the campus. with revisions from the lecturer I can remember what my mistakes were and try to improve my writing for the future.</p> <p>5. I can't choose because I think it would be better if I got feedback on the parts that really need improvement.</p> <p>6. If you say I am satisfied, I don't think so yet. There are some feedbacks that I feel are still not very clear.</p> <p>7. I am very happy if in the future I will be given direct type feedback</p>
Student 6	<p>1. Iya, penting. Jika hal yang ingin disampaikan beliau tidak ditulis dan hanya disampaikan secara lisan, kemungkinan besar saya akan melupakan poin pentingnya karena saya bisa lupa. Berbeda halnya jika beliau menuliskan poin-poin yang perlu saya perbaiki.</p> <p>2. Iya, karena beliau menulis feedback</p>	<p>1. Yes, it's important. If the things he wanted to convey were not written down and only delivered orally, I would most likely forget the important points because I could forget. It's different if he writes down the points that I need to fix.</p> <p>2. Yes, because she writes feedback in clear, big enough and legible writing.</p>

	<p>dengan tulisan yang jelas, cukup besar dan bisa dibaca.</p> <p>3. Saya pribadi cenderung lebih suka feedback tipe direct karena sangat mudah dipahami.</p> <p>4. Iya, sangat membantu. Misalkan ada satu poin dalam tulisan saya yang kurang nyambung, beliau akan memberikan feedback. Dari situlah saya termotivasi untuk meningkatkan kemampuan menulis saya.</p> <p>5. Saya akan sangat bersyukur bila dosen memberikan feedback yang detail di bagian penulisan seperti pengutipan dan juga grammar.</p> <p>6. Saya pribadi merasa puas sih karena feedback ini membantu sekali.</p> <p>7. Kedepannya saya harap dosen lebih banyak menggunakan type direct karena saya pribadi merasa feedback ini sangat memudahkan saya dalam proses revisi.</p>	<p>3. I personally prefer direct type feedback because it is very easy to understand.</p> <p>4. Yes, very helpful. Suppose there is one point in my writing that is not relevant, he will provide feedback. From there I was motivated to improve my writing skills.</p> <p>5. I will be very grateful if the lecturer gives detailed feedback in the writing section such as citations and also grammar.</p> <p>6. I personally feel satisfied because this feedback is very helpful.</p> <p>7. In the future I hope lecturers will use more direct types because I personally feel that this feedback greatly facilitates me in the revision process.</p>
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No	Questions	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
9	English translated manga makes me quickly process information and know the general content of the story just by looking at the pictures and reading the dialogue briefly.					
10	English translated manga make me know the correct order of words in English sentences.					
11	Reading English translated manga make me aware of					

No	Questions	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
	understand the content of the story even though I have limited vocabulary.					
3	I agree reading English translated manga helps me learn English.					
6	I think using English translated manga can improve my English reading skills.					
7	I think my spelling of vocabulary got better and correct after reading English translated manga.					
8	English translated manga helps me quickly memorize new vocabulary and					

QUESTIONNAIRE

No	Questions	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	I prefer to read English translated manga instead of other languages translated manga.					
2	I understand more by visual text like English translated manga than pure text.					
3	I enjoy analyzing text using visual image like English translated manga.					
4	The picture in English translated manga help me					

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QUESTIONNAIRE

No	Questions	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
1	As someone interested to read a visual text like a manga than pure text?					
2	Would you be more interested in reading if the reading is presented by a picture?					
3	Do you find that visual images like manga help you understand					

CHAPTER III  
RESEARCH METHOD

**A. Research Design**

The type of method in this study is mixed method. According to Creswell (2018) the foundation of the mixed method design consists of a blend of qualitative and quantitative research techniques and methods. This study used mixed method design to gather qualitative data to complement the quantitative data in order to obtain deeper information about manga readers' perception of reading English-translated manga in improving their English reading skills. The design is the explanatory sequential design. Creswell (2018) highlighted that explanatory sequential is a quantitative research method that combines quantitative and qualitative research methods sequentially, where in the first stage the research is carried out using quantitative and in the second stage it is carried out using qualitative. It is crucial to connect the quantitative findings to the qualitative data collection since the goal of this design is to use the qualitative data to assist explain the original quantitative results in greater detail. In a typical process, survey data would be gathered in the first phase, analyzed, and then qualitative interviews would be conducted to assist explain perplexing, contradicting, or unexpected survey findings.

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**C. Research Question**

Based on the background above, the questions of this study that would be discussed are as follows:

1. How do manga readers perceive English-translated manga in improving English reading skills?
2. What are the kinds of manga readers' English reading skills improvement?

**D. Objectives of Study**

The objective of this study is to find out:

1. To explore the manga readers perceive English-translated manga in improving English reading skills.
2. To identify the kinds of manga readers' English reading skills improvement.

**E. Significance of Study**

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CHAPTER I  
INTRODUCTION

**A. Background of Study**

Reading is an activity that someone do to obtain information and reading is also not only about reading a book or an article, but also about how someone can find out the intent, the main topic, and the things contained in what someone read. According to Jaya (2017), reading is an ability that allows someone to receive information. The techniques in which people extract meaning from the language they see or hear are referred to as receptive skills. The cognitive processes involved in reading are comparable to those involved in listening in this regard. Reading is more than just consuming information. It is a communicative act that involves creating discourse from the text. Sari (2019) highlighted that reading skills refer to the ability to read, comprehend, and interpret written words on a page of an article or other reading material. The ability to digest a written work in a short period of time when reading is a result of having good reading skills. A person's ability to read is a lifelong activity once they have mastered it. And, while reading at any given time, an individual is supposed to think critically about the topic or issue in order to grasp the writer's point of view. So, reading is a good way to improve one's English

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Learning has an important role in creating this when communicating and working with society. As stated by Cook & Villa (2006), listening is not only a medium for learning education, but also a medium for gaining understanding about the world and dealing with issues by it.

There are five main skills that can be practiced in language learning, one of the five skills is listening. Listening has an important role, so how important than the other three skills. Bachman (2014) states that listening comes before speaking because it is a receptive skill that develops in learners. Ability will increase over time by listening to listen to the target language. Therefore, people must also be able to listen to understand the content of a particular language. Because the content of every language are not always the same. To understand the message in a particular language, one must be able to listen. When we understand spoken language by listening, it can be to support other skills and give confidence. Apart from being the main focus of communication, listening also helps language learners understand the beauty of language. Especially in terms of teaching communicative language, it is not the basis of communicative competence in listening because it provides word input and allows students to interact in oral communication. Therefore, language learning depends on listening.

Furthermore, Valentin & Valentin (2014) strongly believe that listening provides input for students. This is when making listening an important, because any learning cannot begin if students do not get and understand input at the right level.

To summarize, listening not only has an important role in everyday life, but also very important in an academic context, because it is very important for people to maintain effective communication. As emphasized by Andriani, et al. (2018), they state that listening skills and speaking skills are both important vital aspects because a communication cannot be established face-to-face unless both skills are developed simultaneously. In terms of listening, listening skills also play an important role because with these skills students can get a lot of information and develop insight.

### 2. Teaching Listening

Machlidi (2009) argues that teachers are responsible for guiding and directing students to be able to get the main idea from what they are listening to, then interpret and

Based on the objective mentioned above, this study is expected to be beneficial and have these following aims:

1. For EFL learners, they can gain insight into the importance of appropriate feedback in listening comprehension learning to improve their skills effectively.
2. For EFL teachers, they can gain insight into the importance of providing appropriate feedback in listening comprehension learning to improve EFL learners' skills effectively.
3. To be reference for further research. Other researchers can gain insight into the importance of providing appropriate feedback by EFL teachers in listening comprehension learning to improve EFL learners' skills effectively.

### 1. Definition of Key Terms

To avoid misunderstanding in this study, the researcher gives some definitions of key terms that are important or unfamiliar as follows:

1. **EFL Learners** refers to the 1<sup>st</sup> semester students of the English Education Department of UIN Ar-Raniry Banjarmasin who are required to take the Listening class.
2. **EFL Teacher** refers to a lecturer in the Department of English Education in UIN Ar-Raniry Banjarmasin who teaches EFL learners in the 1<sup>st</sup> semester of Listening class.
3. **Listening Class** refers to a class program that requires the 1<sup>st</sup> semester of English Education Department of UIN Ar-Raniry Banjarmasin to have listening comprehension skills in order to prepare themselves before becoming prospective English teachers.
4. **Corrective Feedback** refers to the input of criticism and suggestions given by EFL teacher to EFL students on their performance during the practice of improving listening comprehension.

### F. Theoretical Description

#### 1. Listening

Andriani, et al. (2018) states that listening is a process of receiving and interpreting auditory information. It is a skill that involves understanding spoken language through the ears. Listening is a complex process that involves not only hearing the sound of the words, but also understanding the meaning of the words in the context of the message. Listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.

**Background of Study**

The process of acquiring language is a complex process that involves not only hearing the sound of the words, but also understanding the meaning of the words in the context of the message. Listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.

Moreover, listening involves more than just hearing the sound of the words. It also involves understanding the meaning of the words in the context of the message. This is why listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.

In listening process, feedback is an important element. According to Valentin (2014), student competence can be developed by providing corrective feedback. Feedback from the teacher is an important part of the learning process. It can help students to reduce errors and improve their listening skills. Corrective feedback given to students will encourage them to learn from the information provided and explain where the student's mistakes are and can provide guidance to students to reduce errors. Allah said in the Holy Quran (QS. Al-Baqara: 159):

وَمَا كَانَ مِنَ الْأَمْرِ الْقَوِيَّةِ أَنْ يَتُوبَ عَلَيْهِمْ وَأَنْ يَسْتَأْذِنَ لَهُمْ وَاللَّهُ غَفُورٌ رَحِيمٌ

**8. Research Questions**

Based on the background above, the researcher of this study has raised the following research questions:

1. How do the teacher give and receive feedback in listening class at UIN Ar-Raniry Banjarmasin?
2. What kind of oral corrective feedback do the teacher give to the students in listening class at UIN Ar-Raniry Banjarmasin?

### C. Objectives of Study

1. To find out how the teacher give oral corrective feedback in listening class at UIN Ar-Raniry Banjarmasin.
2. To find out how the teacher receive oral corrective feedback in listening class at UIN Ar-Raniry Banjarmasin.

### D. Importance of study

From this view, Allah teaches us how to solve a problem wisely. The teacher and learner must build good relationships with students to create a comfortable teaching and learning atmosphere. Giving feedback in the right way is one way to make comfortable and effective teaching and learning environment. Hence, English is an essential skill for students to succeed in the 21st century. Listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.

### E. Definition of Key Terms

Andriani, et al. (2018) states that listening is a process of receiving and interpreting auditory information. It is a skill that involves understanding spoken language through the ears. Listening is a complex process that involves not only hearing the sound of the words, but also understanding the meaning of the words in the context of the message. Listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.

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There are many strategies that teachers and lecturers can implement to correct students' errors. Lyster and Ranta (1997) suggest the types of oral corrective feedback, these are explicit correction, recast, metalinguistic feedback, requests for clarification, repetition, and extension. Furthermore, Hinkelmann (2007) emphasizes

**CHAPTER I**  
**INTRODUCTION**

### A. Background of Study

The process of acquiring language is a complex process that involves not only hearing the sound of the words, but also understanding the meaning of the words in the context of the message. Listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.

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Listening skills are integrated with speaking and processing skills. Learners' oral language proficiency can be improved by linking listening tasks with speaking tasks. In his study, Peterson (2011) assumes that awareness of the interconnectedness of language systems at various levels can be built through listening. Listening provides input to second language acquisition for creating good links with grammatical, semantic, lexical, and phonological awareness. Assigning students to do speaking activity and pay attention to how to pronounce each word correctly after listening is a valid way to push them to put their knowledge of the target language in practical situations. Empowering learners of their target language can encourage them to be more independent. Moreover, interesting this is a realistic setting to allow them to practice speaking boost their confidence (Munir, 2019).

Thus, oral corrective feedback in listening teaching and learning activities has a very important role. However, listening, speaking, and processing are integrated entities, the presence of oral corrective feedback not only improves students' listening skills but also other skills.

Andriani, et al. (2018) states that listening is a process of receiving and interpreting auditory information. It is a skill that involves understanding spoken language through the ears. Listening is a complex process that involves not only hearing the sound of the words, but also understanding the meaning of the words in the context of the message. Listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.

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There are many strategies that teachers and lecturers can implement to correct students' errors. Lyster and Ranta (1997) suggest the types of oral corrective feedback, these are explicit correction, recast, metalinguistic feedback, requests for clarification, repetition, and extension. Furthermore, Hinkelmann (2007) emphasizes

Exclusion for attention refers to the teacher's attention making students to understand what they said as a correction for oral error by saying "No, that's not it, try again".

Support with Examples  
Support by example is usually closely an exclusion. In this feedback, the teacher gives a similar example of the student can correct their oral mistake.

Explanation of language forms  
It refers to oral corrective feedback in the form of an explanation of the language rules given by the teacher. With this, students will correct their oral mistakes after receiving feedback in the form of explanation.

Explanation about Messages  
It refers to oral corrective feedback in the form of explanation about messages given by the teacher. With this, students will correct their oral mistakes after receiving feedback in the form of explanation.

Direct Detail  
It refers to oral corrective feedback in the form of direct detail given by the teacher.

### A. Importance of Oral Corrective Feedback in Listening

Feedback is an important element in improving listening skills and comprehension during learning class. According to Valentin (2014), corrective feedback can improve learners' ability. Feedback from the teacher is an essential part of the learning process and it can help learners correct learning gaps and weaknesses (Andriani, 2014: p. 96). Corrective feedback given to students will encourage them to learn from the information provided and explain where the student's mistakes are and can provide guidance to students to reduce errors.

In oral corrective feedback, listening skills are improved with speaking and processing skills. Learners' oral language proficiency can be improved by linking listening tasks with speaking tasks. In his study, Peterson (2011) assumes that awareness of the interconnectedness of language systems at various levels can be built through listening.

Andriani, et al. (2018) states that listening is a process of receiving and interpreting auditory information. It is a skill that involves understanding spoken language through the ears. Listening is a complex process that involves not only hearing the sound of the words, but also understanding the meaning of the words in the context of the message. Listening is a skill that is essential for communication and learning. It is a skill that is used in many different contexts, such as in the classroom, in the workplace, and in everyday life. Listening is a skill that can be improved through practice and instruction. There are many different techniques for improving listening skills, such as active listening, paraphrasing, and asking questions. Listening is a skill that is essential for success in many different areas of life.





adjusted to the answers that have been given by students when carrying out the test, and the interview is carried out after the test results are processed and the data is processed. Interviews will only be conducted with tutors. Beside that, (Arifin, 2012) also provides elements of a good interview guide, basically one that contains the intended aspects to be interviewed, then summarizes the answers, and takes notes.

The researcher will then interview the teacher about integrating the teaching model that he applies with digital literacy in teaching English and what challenges the teacher faces in integrating this learning model with digital literacy in his class. The format for this interview guide contains the teacher's answers to questions related to what the researcher wants to know.

### 3. Observation

The analyst caught perceptions and took field notes on individuals' conduct and exercises at the exploration site. The specialist noticed exercises of the educator and understudies while instructing and learning process, (Creswell, 2014). The analyst utilized field notes as an exploration instrument. It accumulated data regarding how the educator incorporates writing with advanced proficiency in showing English at senior secondary school. The specialist additionally utilized computerized

describes several aspects that need to be considered in the way of compiling a final research report, including the researcher describing the research issue, the researcher describing specifically and in detail related to the context and location of the research, the researcher explaining specifically the case research process from the formulation of the problem to the research results obtained, the researcher discusses the final results of the research to gain a clear understanding of the research that has been researched.

### B. Research Setting

The location of this research was UIN Antasari Banjarmasin. It is located at Jalan A. Yani No Km 4,5, RW 5, Kebun Bunga, Kec. Banjarmasin Tim., Kota Banjarmasin, South Kalimantan. The main reason the researcher chose that place was that this place corresponded to the research subject where the teacher integrated the Flipped Classroom when teaching grammar in the Intensive English Program. *with some student*

### C. Participant

One of the Groups of Intensive English Program at UIN Antasari Banjarmasin. Moreover, the researcher also chose an English teacher who was implementing Flipped classroom in teaching grammar, especially grammar.

### D. Significance of Study

The results of this study are expected to provide the advantages both theoretically and practically, elaborated in the following section.

#### 1. Theoretically

The research results are expected to support theories dealing with the implementation of flipped classroom strategy learning.

#### 2. Practically

The results of the research are expected to provide some significant benefits and contributions to:

##### a. The Teachers

The results of this research are beneficial in providing information to English teachers, especially teachers who teach grammar. *in*

##### b. The Students

The results of this research are beneficial to make students master and interested in grammar which is needed to be understood more by applying the Flipped Classroom strategy to English grammar learning.

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The results of this research are beneficial to make students master and interested in grammar which is needed to be understood more by applying the Flipped Classroom strategy to English grammar learning.



**Appendix V: Research Approval Letters****SURAT PERSETUJUAN**

Skripsi yang berjudul : STUDENTS'S PREFERENCE TOWARD LECTURER'S  
WRITTEN CORRECTIVE FEEDBACK IN WRITING  
Ditulis oleh : Virna Ihya Salsabilla  
NIM : 190101030144  
Jurusan : TBI  
Semester : VIII (8)  
Alamat : Komplek Bumi Raya Permai, jln Harmoni, Pekapuran Raya,  
Banjarmasin timur, Banjarmasin

Setelah di teliti dan di adakan perbaikan seperlunya, kami dapat menyetujuinya untuk dilakukan riset.

Banjarmasin, 02 Maret 2022

Pembimbing  
Bidang Konten dan Metodologi



Dra. Andi Irlina, M.Hum  
NIP:196901122003122004

Pembimbing  
Bidang Bahasa dan Penulisan



Yokke Andini, M.Pd  
NIP.201701038





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

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235  
Telepon: (0511) 3262426; (0511) 6783136  
E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 123 /Un.14/III.1/PP.00.9/05/2023 03 Mei 2023  
Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
Hal : Mohon Izin Riset

Yth. Ketua Prodi Tadris Bahasa Inggris UIN Antasari Banjarmasin

*Assalamu'alaikum Wr.Wb*

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 : Virna Ihya Salsabilla  
NIM : 190101030144  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Komplek Bumi Raya Permai, jln Harmoni, Pekapuran Raya,  
Banjarmasin  
No HP : 081347565198

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

*Wassalamu'alaikum Wr.Wb*



Wakil Dekan Bidang Akademik dan Kelembagaan,

Ahmad Muradi

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan

## Appendix VI: Research Finish 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.fk.iain-antasari.ac.id](http://www.fk.iain-antasari.ac.id)

### SURAT KETERANGAN SELESAI RISET

Nomor: B-396/Un.14/III.1.f/PP.00.9/05/2023

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a	: Virna Ihya Salsabilla
NIM	: 190101030144
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (03 Mei 2023 - 20 Mei 2023) dengan judul:

**“STUDENTS’S PREFERENCE TOWARD LECTURER’S WRITTEN CORRECTIVE  
 FEEDBACK IN WRITING”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 26 Mei 2023  
 Ketua Prodi,



Afifah Linda Sari

## Appendix VII: Proposal Seminar Finish 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](http://www.ftk.iain-antasari.ac.id)

**SURAT KETERANGAN**

Nomor: B-919/Un.14/III.1.f/PP.00.9/09/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Virna Ihya Salsabilla  
N I M : 190101030144  
Jurusan/Prodi : Tadris Bahasa Inggris  
Alamat : Jl. AM sengaji RT 03 muara laung 1.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**"STUDENTS' PREFERENCES TOWARD LECTURER WRITTEN CORRECTIVE  
FEEDBACK IN WRITING CLASS"**

Pada Hari/Tanggal : Jum'at, 22 April 2022  
Tempat : Online (Google Meet)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 26 September 2022





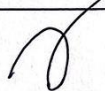




Ketua,



Afifah Linda Sari










### Appendix VIII: Consultation Notes

Dra. Andi Irlina, M.Hum

Dates	Notes	Signature
14 Februari 2023	Menambahkan definisi dari WCF. Menambahkan point untuk tipe feedback. Menambahkan teori tentang students' preference.	
23 Februari 2023	Menguraikan penulisan kata WCF. Menambahkan alasan memilih research setting.	
02 Maret 2023	Memperbaiki penulisan cover yang benar. Memperbarui penulisan halaman.	
15 Maret 2023	Memperbaiki penggunaan grammar. Memperbaiki jarak paragraph baru. Memperbarui penulisan kutipan.	
24 Maret 2023	Memperbarui penulisan kutipan. Revisi BAB 2.	
11 April 2023	Memperbaiki penulisan isi point. Memperbaiki question untuk interview.	
10 Mei 2023	Menambahkan penjelasan keyterms. Melengkapi penjelasan data di bab 3.	
17 Mei 2023	Mengecek Kembali hasil data yang didapat. Mengubah tanda coretan yang digunakan dalam table menjadi garis bawah atau cetak tebal.	
25 Mei 2023	Menambahkan judul penelitian terdahulu di previous studies. Menambahkan penjelasan mengenai data pada table.	



Yokke Andini, MPd

Dates	Notes	Signature
24 Februari 2023	Menambahkan keterangan jumlah draft yg dianalisis. Menambahkan jumlah mahasiswa dan dosen yang diwawancara.	
16 Maret 2023	Memperjelas penjelasan mengenai onjek yang diteliti. Konsultasi BAB 3.	
06 april 2023	Menambakan judul setiap table. Memperbaiki format table yang digunakan.	
21 April 2023	Mengurangi penggunaan kata "above". Menjelaskan garis besar preferensi mahasiswa dari hasil wawancara.	
10 Mei 2023	Melengkapi tafsir dari ahli mengenai dalil yang digunakan pada BAB1. Lebih memperhatikan tenses yang digunakan.	
07 Juni 2023	Mengubah paragraph awal pada bagian finding (jangan didahului teori). Menambahkan penjelasan singkat mengenai tipe feedback yang diberikan oleh dosen pembimbing pada draft skripsi mahasiswa.	
16 Juni 2023	Mengubah bentuk pembagian data yang di table (dari penggolongan awal per-dosen lalu diubah sesuai tipe feedback yang didapat). Konsultasi keseluruhan	
21 Juli 2023	Memperhatikan rangkaian kalimat yang digunakan supaya mudah dipahami. Konsultasi keseluruhan	
11 Agustus 2023	Memperbaiki tenses mengenai penjelasan metode penelitian yang digunakan. Memperhatikan jumlah kata pada abstrak.	

**Appendix IX: Photographs**









## **CURRICULUM VITAE**

### **I. Personal Details**

Full Name : Virna Ihya Salsabilla  
SRN : 190101030144  
Place, Date of Birth : Muara Laung, June 28 2001  
Nationally : Indonesia  
Religion : Islam  
Address : Jl. AM Sengaji RT.03, Muara Laung  
1, Kec. Laung Tuhup, Kab. Murung  
Raya, Kalimantan Tengah, 73992  
Phone Number : 081347565198  
Email address : [bubbleihya@gmail.com](mailto:bubbleihya@gmail.com)  
Parents : Bambang Setiadi and Karyati  
Sibling : Ahmad Virda Al-Rifzy

### **II. Formal Educational Background**

2007-2013 : Islamic Elementary School Laung  
Tuhup  
2013-2016 : Islamic Junior Highschool Laung  
Tuhup  
2016-2019 : Islamic Senior Highschool Laung  
Tuhup  
2019-present : English Education Department of  
Antasari State Islamic University  
Banjarmasin

### **III. Organization Experience**

2019-2021 : English Students Association

2022-2023 : Senat Mahasiswa Fakultas Tarbiyah &  
Keguruan