

## APPENDICES

### Appendix I: Translation of Qur'an Verse

Name of the Surah	Indonesian	English
Surah Al-Qalam (68:1)	"Nūn. Demi pena dan apa yang mereka tulis."	"Nūn. By the pen and what they inscribe."
Surah Ali-Imran (3:159)	"Maka berkat rahmat Allah engkau (Muhammad) berlaku lemah lembut terhadap mereka. Sekiranya engkau bersikap keras dan berhati kasar, tentulah mereka menjauhkan diri dari sekitarmu. Karena itu maafkanlah mereka dan mohonkanlah ampunan untuk mereka, dan bermusyawarahlah dengan mereka dalam urusan itu. Kemudian apabila engkau telah membulatkan tekad, maka bertawakkallah kepada Allah. Sungguh, Allah mencintai orang yang bertawakal."	"So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him]."

## Appendix II: Research Instrument

No	Interview Questions	Answer	
		Original Participant	Translate
1.	<p><b>Research Instrument for RQ: What types of feedback have the student-writers received?</b></p> <p>Type of Feedback:</p> <p>a. Have you ever received feedback on your writing assignments?</p> <p>b. Is the feedback usually direct, indirect, metalinguistic, reformulation, focused, unfocused and electronic?</p> <p>c. how is feedback given? as a response or in writing</p>		
2.	<p><b>Research Instrument for RQ 2: How do students experience responding to the lecturer's feedback?</b></p>		

	<p>Student feelings and experiences when given feedback.</p> <p>a. What do you usually feel after receiving feedback, such as surprise, happiness, dissatisfaction, disappointment, frustration, or satisfaction?</p> <p>b. What do you think caused those emotions? Was it harsh criticism, negativity or miscommunication?</p> <p>c. How did you use the feedback to improve your writing or academic skills?</p> <p>d. Do you ever feel anxious or scared when waiting for feedback from</p>		
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	lecturers?		
3.	<p><b>Research Instrument for RQ 3: How do student-writers respond to feedback from the lecturers on their writing?</b></p> <p>- Response to feedback.</p> <p>a. Do you usually discuss with your lecturer after getting feedback to express your opinion such as rejecting, clarifying or agreeing with the revision?</p> <p>b. After receiving feedback, what do you usually do? (is there any further revision of the feedback given? confusion in completing the revision /ask for more feedback)</p> <p>- Student opinions of writing feedback.</p> <p>a. Do you think feedback from lecturers is really important in your ongoing process of improving the quality of your writing?</p> <p>b. What are your hopes for the future towards improving your writing?</p>		

### Appendix III: Research Permission Letter



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

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Nomor : B- 0549 /Un.14/III.1/PP.00.9/03/2025  
Sifat : Penting  
Lampiran : 1 (Satu) Berkas  
Hal : Mohon Izin Riset

25 Maret 2025

Yth. Kepala UIN Antasari Banjarmasin  
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 : Siti Na'iemah  
NIM : 210101030320  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan  
Alamat : Jl. A. Yani Km 29 Desa Pandahan Rt 07 Rw 02 No. 40 Kecamatan Bati Bati, Tanah Laut  
No HP : 088246639239

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

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

*Wassalamu'alaikum Wr.Wb*

Banjarmasin, 25 Maret 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



Prof. Dr. Ahmad Muradi, M.Ag  
NIP 197808082005011006

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan

## Appendix IV: Research Finishing 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 SELESAI RISET**

Nomor: B-238/Un.14/III.1/PP.00.9/06/2025

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

N a m a : Siti Na'iemah  
 NIM : 210101030320  
 Fakultas : Tarbiyah dan Keguruan  
 Jurusan : Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (19 Mei 2025 - 21 Mei 2025) dengan judul:

#### **“EXPLORING STUDENT-WRITERS' RESPONSES TO FEEDBACK FROM LECTURERS”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 10 Juni 2025  
 Ketua Prodi,



*(Signature)*  
 Afifah Linda Sari

*Melayani Lebih Baik, Lebih Baik Melayani*

## Appendix V: Corrective Feedback

**LEMBAR JAWABAN**

NAMA	Siti Rudiyan
NIM	220101010418
MATA KULIAH	Essay Writing
DOSEN PENGASUH	Ahdi Mawani ??

Cont. 70  
S = 70  
V = 70  
T = 70  
70

**A Very Exciting Trip to Kediri**

Last year I went to East Java more precisely <sup>to the city of</sup> Kediri. At that time, my mother's twin brother invited <sup>us</sup> to attend <sup>his</sup> second child's wedding. We <sup>are</sup> traveled by plane and it was my first time traveled by a plane. <sup>that</sup> it was so amazed me <sup>and</sup> ~~so~~ this <sup>is</sup> the best trip that I ever had.

So, when I was at the airport I saw many planes parked and waiting for passengers for their departure. <sup>Also</sup> I saw a lot of foreigners there while waiting for our departure time. I sat in the passenger waiting chair at the airport until the time came for us board the plane.

then, On the plane I sat next to the plane window. From the window I could see houses, buildings, the sea, people, islands and the highway which looked like a toy above the clouds. On the other hand, I'm actually afraid of heights but <sup>also</sup> I'm happy because my dream of flying on a plane has finally come true.

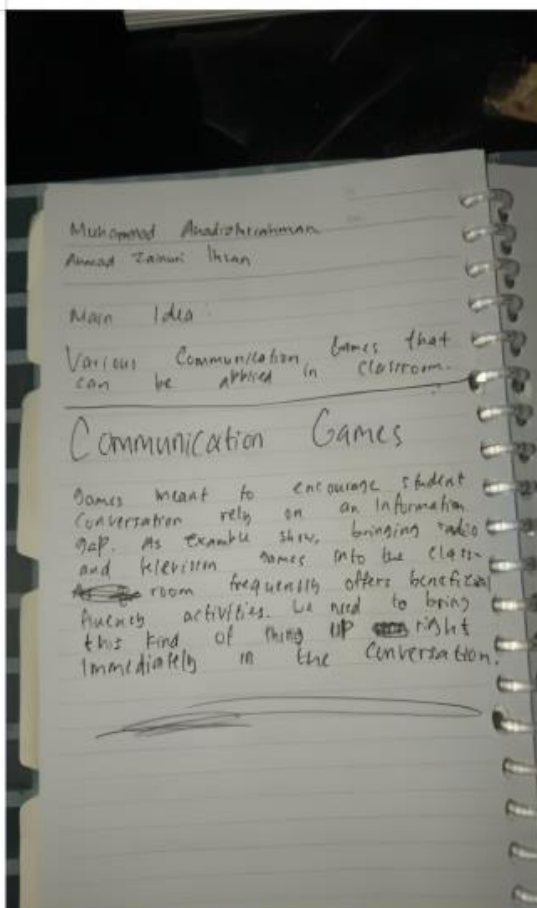
In Conclusion, flying by plane is not that scary, you can see various places from above the clouds like a child's toy. I hope you can also experience the fun of flying on a plane in the future.

✓ *Don't talk about on plane only, but also while travelling in Kediri.*

\* the topic statement that I use here is "my first time traveled by a plane, that it was so amazed me"

\* Coherence that I use in my Essay are like, so, then, also, on the other hand, but also,

\* the unity are in the second paragraph and the third paragraph. also in conclusion. I try to describe what I see and feel and try to find common ground between paragraphs by providing coherence.



You have identified the main idea very well. It is missing information about the author and year and also the communication games.

You should have mentioned information gap games, "Twenty Questions" game, "Just a Minute" game, "Call my Bluff" game, and "Fishbowl" game in the body sentences.



### Summarize Exercise 3

Rizqi Amaliah  
Amalia Sabilla

#### Main idea in paragraph

Paragraph 1: Games designed to provoke communication between student.

Paragraph 2: The team has to find out what the object is asking only 'Yes/No' question the game, namely "Twenty Questions"

Paragraph 3 : "Just a Minute" is a long running comedy contest where each participant has to speak without hesitate in sixty minute.

Paragraph 4: "Call my Bluff" involves two teams. And they have to suggest 1 correct word definition among 3 words.

Paragraph 5: In other game, different tricks and devices are used to make fluent speaking namely "Fishbowl".

#### Overall main idea

There are 4 examples of Communication Games mentioned by Harmer in his book "The Practice of English Language Teaching" namely: Twenty Questions, Just a Minute, Call my Bluff, and Fishbowl.



Lenovo.proid\_1571 .

Harmer (2001)



Lenovo.proid\_1571 .

Very good. Just missing the information gap games

You have identified the different types of communication games well. You just need to combine these sentences and write a paragraph of the summary.

Paraphrase and use your own words.

9 / 10

Name of member: Ahmad Hanif

Hadid Wijatmiko

### Summarize Exercise

According ~~Harder~~ to Harmer (2001) in his book "The Practice of English Language Teaching" there are various kinds of communication games that can be applied in the classroom that can help students communicate better, games as a trigger for communication between students by exchanging information.

 **Lenovo.proid\_1571 .**

This is a very good introduction for the summary.  
Well done!

Topic sentence:

1. Classroom games encourage communication through activities like solving puzzles and drawing based on descriptions.
2. Adapted from television and radio, "Twenty Questions" prompts fluency by asking yes/no questions to determine an object.
3. "Just a Minute" pushes students to speak for a minute on a given topic without hesitation or repetition, fostering quick thinking and fluency.
4. In "Call My Bluff," teams guess the correct definition of a word from options, enhancing vocabulary and critical thinking skills.
5. The "Fishbowl" game injects spontaneity by integrating pre-written phrases into conversations, promoting creativity and adaptability in language use.

 **Lenovo.proid\_1571 .**

For this, you supposed to write as the supporting sentences and build one paragraph summary

 **Lenovo.proid\_1571 .**

You have identified all the examples of the communication games explained by Harmer. Very good.  
For the first, it should be related to information gap games

You have done well. However, you need to write it in one paragraph and combine these sentences to create the body sentences of the paragraph. Paraphrase and use more of your own words. Be careful not to state new information that is not mentioned in the text.

## Appendix VI: Photograph

### Interview Participants



Interview with L2



Interview with H1



Interview with M2



Interview with M1



Interview with H1









Interview with L1

## Appendix VII: Consultation Notes

### Consultation Schedules and Notes

#### CONSULTATION NOTES

NAME OF ADVISOR: Dr. Hj. Noor Maulidiyah, MA

NO	DAY/DATE	NOTES	SIGNATURE
1	Thursday, 23 <sup>th</sup> of January 2025	Consulting on the results of revisions to chapters 1, 2, and 3 and the instruments	
2	Monday, 10 <sup>th</sup> of February 2025	Addition of previous studies, deepening of theory and improvement of instruments	
3	Monday, 24 <sup>th</sup> of March 2025	Revisions to chapters 1, 2, and 3, while conducting research.	
4	Friday, 9 <sup>th</sup> of May 2025	Changes to the title and design, and addition of RQ and theory	
5	Wednesday, 7 <sup>th</sup> of June 2025	Revise the theory in Chapter 2 and ensure that it is consistent with the discussion and results in Chapter 4.	
6	Monday, 16 <sup>th</sup> of June 2025	Checking all parts of the thesis, from paper size, spacing, numbering and other regulation of writing the thesis	

## CURRICULUM VITAE

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  - a. Lembaga Pers Mahasiswa Suara kritis Mahasiswa
  - b.
9. Prestasi Akademik : Prestasi
  - a.
  - b.
10. Non Akademik :
  - a.
  - b.
11. Daftar Karya Ilmiah :
  - a.
  - b.

Banjarmasin, 26 June 2025

Penulis