

**THE ROLES OF TEACHER'S FEEDBACK IN  
ASSISTING STUDENTS' ENGLISH LANGUAGE  
LEARNING COMPETENCE**

*(A Descriptive Study of EFL Teacher and Students in SMAN 24 Bandung)*

**Submitted to the English Education Department as Partial Fulfillment of the  
Requirement for the Sarjana Degree in English Education**

**Research Paper**



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BANDUNG  
2008**

**PAGE OF APPROVAL**

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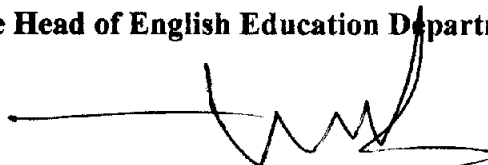
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## **DECLARATION**

I hereby certify that this research paper entitled **“THE ROLES OF TEACHER’S FEEDBACK IN ASSISTING STUDENTS’ ENGLISH LANGUAGE LEARNING COMPETENCE”** is definitely my original work. I am fully aware that I have quoted some statements and ideas from other resources and they are acknowledged and stated properly.

Bandung, August 20<sup>th</sup>, 2008

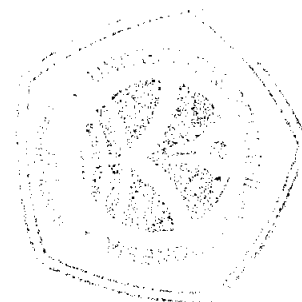


“And whoever desires the Hereafter and strives for it, with the necessary effort due for it (i.e. does righteous deed of Allah’s obedience) while he is a believer in the oneness of Allah—Islamic Monotheism—then such are the ones whose striving shall be appreciated, (thanked and rewarded by Allah).”

***(Surah 17, Al-Jinn: 19)***

*Dedicated to:*

Allah SWT,  
Rasulullah SAW,  
My beloved parents,  
My beloved brothers and sister.



**To:**

Riki Agung, Anggi Nugraha, Hana Aulia

*"To live is to learn to achieve perfection"*

*- D. Handani -*





## ABSTRACT

The study is aimed to explore a teacher's perceptions of feedback, to investigate the types of feedback the teacher usually gives, and to discover the roles of the teacher's feedback in assisting students' learning improvement.

This study uses a qualitative descriptive method in which the data were collected by using classroom observation, questionnaires, and interview to one EFL teacher in SMAN 24 Bandung and her students.

The results indicate that the teacher perceived feedback as an input only to motivate the students' learning; and the teacher still misperceived the categorization of feedback. In the level understanding the teacher still misperceived feedback, even though in the level of practice the teacher gave feedback to the students frequently since she strongly believed that feedback is important for students' learning. Thus, different types of feedback given by the teacher proved to be assisting students' learning at different levels: in encouraging the students to have mistakes alert, exploring the students' underlying concept to the corrections they made.



## ACKNOWLEDGEMENTS

*Allhamdulillaahi rabbil 'aalamiin*

First of all, I would like to thank to Allah who has given me strength, patience and persistence in accomplishing the study.

I would also like to express my appreciation to Dr. Didi Suherdi, M.Ed. and Ruswan Dallyono, S.Sos., M.Pd. as my supervisors for their guidance throughout finishing my study.

I would also like to express my gratitude to Drs. Wachyu Sundayana, M.A. as the head of English Department, his staffs and all the lecturers who has given me a worth new experience during taking the study in English Department.

I would also like to acknowledge the EFL teacher, Mrs. Elly Herlina, S.Pd., who has allowed me to conduct the research in her class; and her nice second-grade students (2 IPA 1) for their assistance in collecting the data for this investigation.

My special thanks are also due to all 2001 batch, especially to Alimudin, S.Pd., Wahyudi, Ahadiyah Surya Wiguna, and Fata Fahmi Fikri, who have spent their time in this long learning journey.

My special thanks are due to my parents, brothers, and sister. Their endless prayer, sacrifice, advice, and helps, bring me to find better future.

Thanks are also due to my beloved aunts and uncles who gave me countless support and assisted me in finishing the study.

My special thanks are due to my Islamic educators (*Murabbi*) who always remind me to keep following straight way (*Al-Islam*) and to keep supporting me to finish my study.

Finally, my thanks are also due to my brothers and sisters (*ikhwah*), all my sweet friends 2001 B, all members of English Students Association. Your support, advice, knowledge, experience, help and nice memories are very useful for me to find the worth of the life.

Bandung, August 2008

The Author



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