

**THE EFL TEACHERS' FEEDBACK IN READING
COMPREHENSION IN THE NINTH
GRADE OF SMPN 8 SIGI**



THESIS

*Presented partial fulfillment of the requirements for the degree of
Sarjana Pendidikan (S.Pd) at the Faculty of Tarbiyah and Teaching
Training Datokarama State Islamic University Palu*

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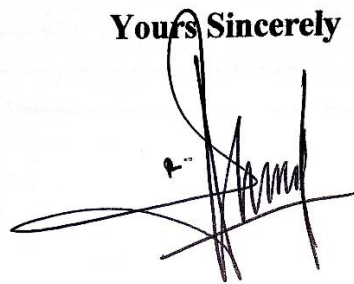
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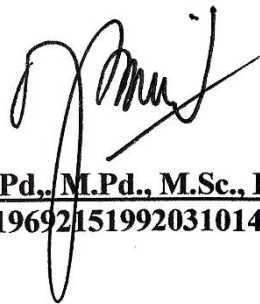
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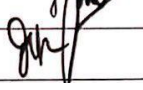
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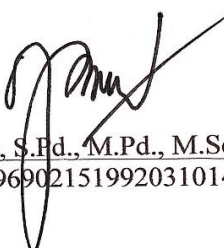
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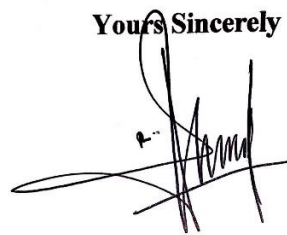
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The researcher realizes this thesis still has many imperfections. Therefore, constructive criticisms and suggestions to be highly appreciated. Hopefully, this thesis can be used as a stepping stone for Reading Comprehension improvement. Especially for researcher and students/researcher who carry out the thesis as well as teachers and students that needed references and info about the learning experience at the Reading Comprehension

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Yours Sincerely

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ABSTRACT

NAME : Dwi Anggraini Lemba
NIM : 21.1.16.0042
THESIS : THE EFL TEACHERS' FEEDBACK IN READING
COMPREHENSION IN GRADE NINE OF SMPN 8 SIGI

This study investigated the effectiveness of teacher feedback on the reading comprehension skills of ninth-grade (EFL) students at SMPN 8 Sigi. Recognizing the crucial role of teacher feedback in developing reading comprehension and noting indications of skill deficiencies among students at this school, this study aimed to understand current feedback practices and recommend improvements.

This study used a qualitative case study design, focusing on SMPN 8 Sigi due to the observed weaknesses in students' reading comprehension skills. Data collection included observation, interviews, and document analysis. Thematic analysis was used to code, categorize, and interpret the collected data, answering the main research questions: What is teacher feedback in reading comprehension in ninth grade of SMPN 8 Sigi?, What are the challenges of EFL teachers in providing feedback during the teaching and learning process?, How do English teachers overcome challenges in providing feedback?

The results of this study indicate that although English language (EFL) teachers at SMPN 8 Sigi generally provided corrective feedback focused on grammatical errors and overall text comprehension, there was significant variation in the approach and frequency of feedback. Some teachers provided detailed and specific feedback, while others provided more general comments. Students' responses to the feedback also varied significantly; students found the feedback useful. Thematic analysis highlighted the effectiveness of specific, constructive, and timely feedback in improving students' reading comprehension skills.

This study concludes that the current feedback practices of English as a Foreign Language (EFL) teachers at SMPN 8 Sigi require substantial improvement. Although corrective feedback is generally provided, inconsistencies in its form and effectiveness underscore the need for focused professional development and targeted training. The study strongly recommends that teachers receive training on effective feedback strategies, emphasizing the importance of providing specific, constructive, and timely feedback.

Furthermore, this study emphasizes the need to educate students about the importance of feedback and how to utilize it effectively to improve their reading comprehension. The findings of this study are expected to contribute significantly to improving the quality of reading comprehension instruction, not only at SMPN 8 Sigi but also in other schools facing similar challenges in English as a Foreign Language (EFL) reading comprehension.

CHAPTER I INTRODUCTION

A. Research Background

Reading comprehension is one of the essential skills students must master in learning English. The ability to effectively understand reading texts will help students acquire broader information, knowledge, and insights. However, many students still struggle to effectively comprehend English reading texts.

One factor influencing students' reading comprehension is teacher feedback. Teacher feedback can help students identify errors, understand unclear concepts, and develop effective reading strategies. Appropriate and constructive feedback can motivate students to continue learning and improve their reading skills. Developing language skills at SMP N 8 Sigi is crucial for improving their reading abilities. The ability to read and comprehend text is one of the competencies students need. Reading is a crucial language skill for everyone to learn and master. Reading requires the use of intelligence, perception, and interpretation of written text. Readers are required to comprehend the text during the reading process.¹

Teachers are crucial figures in the reading learning process because they can provide in-depth feedback to students. Assignments, questions, and explanations from teachers can serve as forms of feedback.

¹Black, P., & William, D. Assessment and Learning in the Classroom. Assessment in Education: Principles, Policy & Practice (1998).

As a result, students can read more fluently and understand the content more thoroughly. However, many students still struggle with reading comprehension, especially when reading descriptive texts. To help students understand texts, EFL teachers must know how to provide feedback.

Black and Williams' research shows that teacher feedback can significantly impact student learning outcomes. They emphasize that high-quality feedback can help students understand where they are in the learning process and what they need to do to achieve learning goals. Therefore, it is important to explore how teacher feedback can be effectively implemented in reading instruction at the secondary school level.².

At SMP Negeri 8 Sigi, initial observations revealed that many ninth-grade students struggled to understand English reading texts. English as a Foreign Language (EFL) teachers were not providing prompt and accurate feedback to help students improve their reading comprehension skills.

The feedback provided tends to be general, so students do not receive guidance on how to improve their reading comprehension. This study aims to examine feedback and reading comprehension among ninth-grade students at SMP Negeri 8 Sigi. It is hoped that the results of this study will provide useful information for teachers in designing and providing effective feedback to improve students' reading comprehension skills in the future.

² Black, & William, H. The Power of Feedback. *Educational Research Review* (2007).

B. Research Problem

Based on the problems that have been identified, the research questions are formulated as follows:

1. What is the teacher feedback on reading comprehension in ninth grade at SMPN 8 Sigi?
2. What are the challenges for EFL teachers in providing feedback during the teaching and learning process?
3. How do English teachers overcome challenges in providing feedback?

C. Research Aims and Objectives

Based on these problems, the purpose of this study is to determine the impact of teacher feedback on the reading skills of ninth-grade students at SMP 8 Sigi. This research is expected to contribute to the development of students' reading skills and improve the quality of education at SMP 8 Sigi. The purpose and significance of this study are divided into three:

1. To find out the teacher feedback on reading comprehension in ninth grade at SMPN 8 Sigi
2. To find out what the challenges for EFL teachers in providing feedback during the teaching and learning process
3. To find out how English teachers overcome challenges in providing feedback

D. Benefits of research

a. Teacher

It is hoped that the results of this study will be useful for English Language (EFL) teachers of SMP 8 SIGI to increase their knowledge and references regarding learning. How effective is the feedback provided by teachers in helping students improve their reading comprehension.

b. Students

The results of this study are to determine the types of feedback given by teachers, and how it affects students' reading comprehension abilities.

c. Researchers

It is hoped that the results of this research can become a theoretical basis and reference for future researchers who will research the same problem.

1. Improving the Quality of Teaching

This research can help teachers understand how to provide more effective feedback, thereby improving the quality of reading comprehension teaching in English subjects.

2. Improve student understanding

With proper feedback, students can better understand the texts they read, which contributes to improved reading and critical thinking skills.

3. Cultivating Student Motivation

Positive and constructive feedback can increase students' learning motivation, making them more active in the learning process.³.

4. Curriculum Development

The research results can be the basis for developing a better curriculum, including adjusting the teaching methods and feedback strategies used.

5. Contribution to Educational Research

This research can also contribute to educational literature, particularly in the field of English language teaching and learning evaluation methods.⁴.

E. Research Outline

Chapter I presents the research background, research problems, research objectives and meaning, research benefits and research outline.

Chapter II discusses the literature review. This chapter discusses previous research, theoretical review, and the conceptual framework of the study.

Chapter III discusses the research methodology. This chapter outlines the research approach and design, research setting, research position, data and data sources, data collection, data analysis, and reflexivity.

Chapter IV discusses the research findings. It describes teacher feedback and its delivery, the challenges EFL teachers face in providing feedback, and how EFL teachers address these challenges.

Chapter V discusses the conclusions. This chapter presents the conclusions and implications of the research.

³Jane Doe, "The Future of Education," *Journal of Educational Research* 123, number 4 (2021): 45-47.

⁴(Hattie, J., & Timperley, H. The power of feedback. *Educational Research Review*, (2007): 77(1), 81-112.)

CHAPTER II LITERATURE REVIEW

A. Previous Research

There are several previous research related to the use of EFL teacher feedback in reading comprehension to support this study, as follows: "Analysis of English Teachers' Strategies in Teaching Reading Comprehension at Labschool Palu Middle School" by Wahyu Chairun Azis in the English Language Education Study Program, Faculty of Teacher Training and Education, Tadulako University, Palu.

The purpose of this researchers was to determine the strategies used by EFL teachers in teaching reading comprehension at Labschool Palu Middle School and to determine the reasons why EFL teachers chose these strategies. The subjects of this study were all EFL teachers at Labschool Palu Middle School. This study was a descriptive qualitative research. Data collection techniques used questionnaires and interviews.⁵.

Researchers analyzed the data using qualitative descriptive research. The results of this study indicate that there are five strategies most frequently used by English as a Foreign Language (EFL) teachers in teaching reading comprehension for implementation in the classroom. These strategies are (monitoring comprehension, recognizing story structure, question-and-answer relationships,

⁵Aziz, W. C. An. Analysis of English teachers' strategies in teaching reading comprehension at Labschool Palu Middle School. ELTS (English Language Teaching Society) Journal, (2020). 9(3),267-274.

graphic and semantic organizers, and summarizing). Based on the analysis of interviews with teachers, these strategies can be helpful because students are more active and can exchange ideas with their peers.⁶

Second research from the journal Multidisciplinary Journal "Using Reciprocal Teaching Strategy Performance Feedback to Increase Reading Comprehension Strategy Use in Seventh-Grade Students with Comprehension Difficulties" by Burned, Matthew K.;Maki, Kathrin E.;Karich, Biara C.;Coolong-Chaffin, MelissaThis was the purpose of a study using a multiple-baseline design to examine the effect of providing performance feedback on the use of reading comprehension and comprehension strategies. Participants were four seventh-grade students with comprehension difficulties. Students were taught shared comprehension strategies in the form of questioning, summarizing, clarifying, and predicting. Responses to post-reading interviews were coded to identify how well students implemented the strategies, and this information was then used to provide performance feedback to students.⁷

Third research Educational StudiesIndonesia: " Reciprocal Teaching Strategies as an Important Factor in Improving Reading Comprehension" by Hammad R. Ahmadi,Abbas Pourhosein GilakjaniThe purpose of this study was to assess the effectiveness of feedback, measuring how effective reciprocal teaching is in improving students' reading skills at a certain level.

⁶Aziz.W.C.'s Analysis of English Teachers' Strategies in Teaching Reading Understanding In Smp Labschool Palu January,Elts E-Journal (English Language Education Institution)9(3): (2022)267-274

⁷Multidisciplinary Journal, Vol 22, Issue 1, (2022) . 21

Analyzing Feedback Types, Identifying the types of feedback (written or oral) that have the greatest impact on students' reading comprehension. Exploring Student Perceptions, Knowing how students feel and respond to teacher feedback, and its impact on their motivation and self-confidence.

Identifying Learning Strategies, Exploring the most effective teaching strategies in providing constructive feedback and supporting student learning. Providing Practical Recommendations, Preparing recommendations for teachers in implementing effective reciprocal learning to improve students' reading comprehension.⁸.

1.1 Conceptual Similarities and Differences previous research

Comparative Aspects	Research 1 – Labschool Palu Middle School (Wahyu Chairun Azis)	Study 2 – Reciprocal Teaching Strategy Performance Feedback (Burned et al.)	Study 3 – Reciprocal Teaching & Feedback (Ahmadi & Gilakjani)	SMPN 8 Sigi Research – EFL Teacher Feedback on Reading Comprehension
Research purposes	Knowing EFL teachers' strategies in teaching reading comprehension & the reasons for choosing these strategies.	Testing the effect of providing performance feedback on the use of reading strategies & text comprehension.	Assessing the effectiveness of reciprocal teaching & the types of feedback that have the greatest impact on student understanding.	Exploring types of teacher feedback (positive, constructive, negative) and their impact on student motivation & understanding.

⁸Theory and Practice in Language Studies, October (2012)

Main Focus	Reading comprehension teaching strategies.	Performance feedback in the implementation of reciprocal teaching strategies.	Combination of reciprocal teaching, feedback type, and student perception.	Variations in the form of teacher feedback and its influence on grade IX students.
Student Level/Grade	Labschool Palu Middle School students (class not specific, but at junior high school level).	Grade VII students with reading comprehension difficulties.	EFL students (certain level, not specific) with a focus on reading skills.	Grade IX students of SMPN 8 Sigi.
Research methods	Qualitative descriptive (questionnaire & interview).	Multi-baseline design (experimental approach).	Review of related research studies & analysis (literature review).	Qualitative descriptive (in-depth interviews, classroom observations, document analysis).
Types of Strategies/Interventions	5 key strategies: monitoring comprehension, recognizing story structure, Q&A relationships, graphic & semantic organizers, summarizing.	Reciprocal teaching: generating questions, summarizing, clarifying, predicting + performance feedback.	Reciprocal teaching + types of feedback (written & oral) + exploration of student perceptions.	Provide different types of feedback: positive, constructive, and negative, according to the student's needs.
Key Results	Strategies to make students more active & exchange opinions.	Feedback improves application of reading strategies & reading comprehension.	Reciprocal teaching + feedback effectively improves reading skills & metacognitive strategies.	Teacher feedback has a significant influence on the motivation and understanding of grade IX students.

Similarities with Research at SMPN 8 Sigi	Both focus on improving reading comprehension; both involve middle school students; both highlight the role of teachers in guiding students.	Both research feedback and its relationship to reading strategies help students with reading comprehension difficulties.	Together we discuss types of feedback & their impact on student motivation and understanding.	—
Differences with SMPN 8 Sigi Research	Focus more on teaching strategies, not specific types of feedback.	More focus on experimenting with reciprocal teaching strategies, rather than exploring different types of feedback.	More towards theoretical & literature studies, not directly diving into class IX of SMPN 8 Sigi.	Focus on variations in feedback types in the real context of grade IX at SMPN 8 Sigi.

B. Theoretical Review

This learning is a component of contextual learning. Students gain real-world experience and then use active cognition to intentionally expand their knowledge. Teacher feedback has a significant impact on students' reading comprehension. Several studies have shown that effective feedback can improve students' reading comprehension skills. For example, research by Hattie and Timperley found that feedback that is focused on the learning process, specific, and constructive can help students identify errors, understand important concepts, and develop more effective reading strategies.⁹.

⁹Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* Sage Publications. (2014).

Reading comprehension is a multifaceted process involving the interaction of bottom-up and top-down processing, along with metacognitive strategies. Effective readers seamlessly integrate these processes, using their decoding skills, background knowledge, and self-regulation to construct meaning from text. Various theories offer valuable perspectives in understanding the various components involved in this complex cognitive skill.

However, the effectiveness of teacher feedback in improving student reading comprehension is also influenced by several factors, such as the frequency of feedback, the type of feedback, and the method of delivery. Therefore, teachers need to consider these aspects when providing feedback to maximize its impact on student reading comprehension.

Overall, this literature review indicates that teacher feedback plays a crucial role in improving students' reading comprehension. Teachers must design and provide effective feedback to help students identify their strengths and weaknesses and develop better reading strategies.

Some of the main points that are the subject of discussion in this research include:

a. The Importance of Feedback in Education

Feedback is a key element in education that helps students understand their progress, recognize errors, and improve performance. In the context of teaching reading, effective feedback can help students develop a deeper understanding of the texts they read.

b. The Influence of Feedback on Student Learning Motivation

Previous research has shown that positive feedback can increase student motivation and self-confidence. Students who receive constructive feedback tend to be more engaged in learning and strive harder to achieve their academic goals.¹⁰.

1. *Different Types of Feedback*

Feedback can be positive, constructive, or negative. Each type of feedback has a different impact on students. Previous research has identified how appropriately delivered feedback can influence students' ability to read and comprehend the material.

2. *Limitations in Feedback Practice*

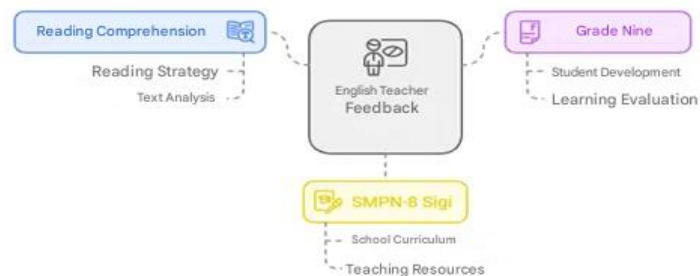
While feedback has many benefits, it faces challenges in practice. Some teachers may not provide feedback consistently or in a supportive manner. This is a significant issue that requires further research.

3. *Local Context of SMPN-8 Sigi*

At SMPN-8 Sigi, local context and student characteristics play a role in shaping classroom dynamics. By understanding how feedback is implemented in this context, this study seeks to provide relevant insights for developing better teaching practices. This literature review covers key concepts, previous research, and the relevance of theories supporting this research.

¹⁰Johnson, A., dan Lee, R. *Positive Reinforcement in Education: A Literature Review*. Educational Psychology Review, (2019) 535-550.

2.1 Conceptual Diagram of Teachers' Feedback Reading Comprehension



Key findings from previous research emphasize the importance of feedback in reading instruction. By understanding the role and types of effective feedback, teachers can optimize the learning process and help students achieve better reading comprehension.¹¹

1. Understanding Feedback

Feedback is information provided to individuals regarding their performance, with the aim of improving and refining the learning process. In the context of English language teaching, feedback from teachers to students is crucial to helping students understand the material being taught, particularly in reading skills. Feedback can be either oral or written and can cover various aspects, such as text comprehension, comprehension usage, and sentence structure.¹²

¹¹Smith, J. *The Impact of Constructive Feedback on Student Learning* Journal of Educational Research, 25 no (3), (2020). 45-60.

¹²Bandura, A. *Social Learning Theory* Prentice Hall. (1977).

2. The Importance of Feedback in Learning to Read

Feedback plays an important role in teaching reading because:

- a. Improving Comprehension: Feedback helps students convey their understanding of the text they read. By identifying errors and areas for improvement, students can improve their reading comprehension.¹³.
- b. Student Motivation: Positive feedback can increase student motivation. When students receive recognition for their efforts, they tend to be more enthusiastic about learning.¹⁴.
- c. Identifying Weaknesses: Feedback allows teachers to identify students' weaknesses in reading, so they can provide appropriate interventions.¹⁵.

3. Types of Feedback

In the context of reading learning, feedback is divided into several types:

- a. Formative Feedback, given during the learning process to help students understand their mistakes and improve their performance.
- b. Summative feedback, given after the assessment is completed, usually in the form of a grade or report. This feedback helps students achieve their overall performance.

¹³Crowe, E. (2005). *Meaning-based feedback in reading comprehension*. Educational Psychology Review, 17(2), 141–158.

¹⁴Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Related to Achievement* London: Routledge

¹⁵William, D., and Black, P. (1998). *Inside the Black Box: Raising Standards Through Classroom Assessment*.

4. Related Research

Several researches have shown that timely and specific feedback can improve students' reading comprehension. For example, Hattie and Timperley's research showed that effective feedback can improve student learning outcomes. Hattie and Timperley's research emphasizes that effective feedback is an important component in improving students' reading comprehension.¹⁶ By providing appropriate feedback, teachers can help students identify errors, improve strategies, and better achieve learning goals.

Effective feedback must meet several criteria, namely:

- A. Timely: Feedback should be given as soon as the assignment or test is completed.
- B. Specific: Feedback should provide clear and detailed information about the student's strengths and weaknesses.
- C. Constructive: Feedback should be constructive and motivate students to improve their performance.
- D. Focus on the process: Feedback should be focused on the learning process, not just the end result.

Effective feedback can help students improve their reading comprehension, as it can provide valuable information about students' strengths and weaknesses in understanding the text.

¹⁶ Hattie, J., & Timperley, H. The Power of Feedback. *Educational Research Review*. (2007).

Another research by Black and Williams showed that feedback is a crucial element in the learning process that can improve student achievement, including reading comprehension. By providing appropriate feedback, teachers can help students develop better text comprehension and effective reading strategies.¹⁷ Good feedback not only improves academic achievement, but also increases student motivation and engagement in learning.

C. reading comprehension

Reading comprehension is the ability to understand, interpret, and evaluate the meaning of a text comprehensively. In the learning process, reading comprehension relies not only on technical skills such as word recognition and reading fluency, but also on the cognitive and metacognitive strategies students use to connect information in the text with their existing knowledge. Teachers play a crucial role as facilitators, helping students develop these strategies. One effective way to do this is through feedback, which can guide students in recognizing errors, reinforcing correct understanding, and teaching more effective reading strategies¹⁸.

D. Conceptual Framework of Research

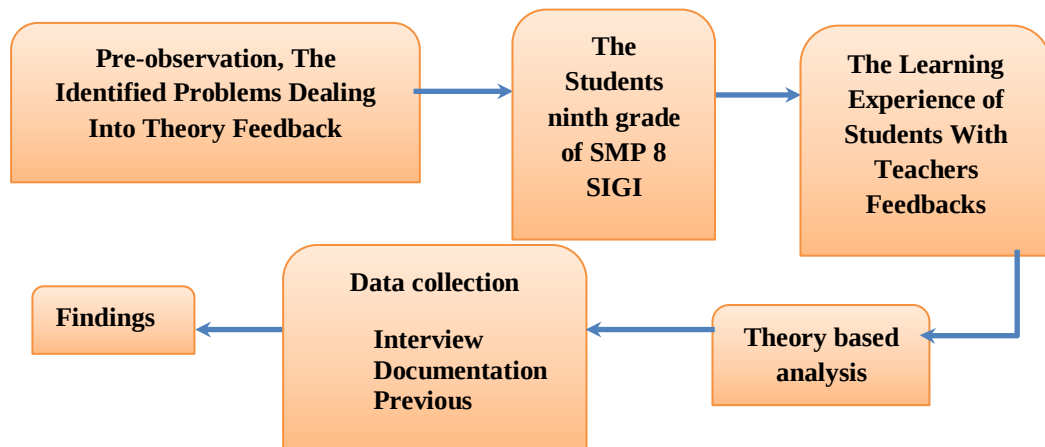
In this research, researchers will examine how teachers provide feedback on reading comprehension and its impact on students at SMPN 8 SIGI. The research subjects were ninth-grade students who had engaged in experiential learning, specifically reading comprehension, through interviews.

¹⁷ Black, P., & William, D. Assessment and Learning in the Classroom. *Assessment in Education: Principles, Policies & Practices* (1998).

¹⁸ Snow, C. E. (2002). *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*. Santa Monica, CA: RAND Corporation.

The conceptual framework underlying this research is presented in the following manner:

3.1 Figure Conceptual Framework



The conceptual framework of this research is described as follows: First, the first point that corresponds to the pre-observation that has been done previously is the initial observation conducted in the ninth grade of SMPN 8 SIGI which is presented in the second node. Since this is a case study, the data collection technique will be used, namely semi-structured interviews. The direct data analysis presented in the following conclusion explains how the researcher analyzed the qualitative data obtained from the interviews¹⁹.

¹⁹Miles, M. B., and Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications.

CHAPTER III

METHODOLOGY

A. Research Approach and Design

This research is a qualitative research's , aiming to explore and understand the feedback practices provided by English as a Foreign Language (EFL) teachers in teaching reading in ninth-grade classrooms at SMPN-8 Sigi. Qualitative research was chosen because of its focus on in-depth understanding of social and educational phenomena. Examples include research on the lives, histories, and behaviors of individuals, as well as on the functioning of organizations, social movements, or the relationships between them.²⁰ Research on research challenges related to the meanings that individuals or groups give to social or human situations begins with the assumption and application of an interpretive or theoretical framework.²¹ This research design uses a case study. A case study is an empirical investigation that explores a phenomenon within a real-life context where the boundaries between phenomenon and context are unclear and uses multiple sources of evidence.²²

A case research's does not have to be a long-term investigation, nor does it have to rely on ethnographic data or participant observation. It serves as a comprehensive explanation of various aspects of a person, group, organization,

²⁰ John Jwb. Creswell, *Research Education: Planning, Implementing, and Evaluating Quantitative and Qualitative Research* Fourth Edition (Boston: Pearson Education, Inc., 2012).

²¹ RK Yin, *Research Learning Case Study: Design and Methods* (Thousand Oaks: Sage Publications, (Inggris, 2013).

²² Andi Prastowo, *Qualitative Research Methods in Research Design Perspective*, 3rd ed. (Yogyakarta: Ar-Ruzz Media, 2016).

program, or social situation that are explored, researched, and studied as broadly as possible. Based on the explanation above, it can be concluded that the qualitative case study research method used in this study was tried in the context of research on teacher feedback in teaching reading.

B. Research Background

This research was conducted at SMPN 8 Sigi and focused on the school's English teachers. Participants were English teachers and ninth-grade students. Data were collected through interviews with both groups of participants to obtain feedback on the teachers' reading comprehension instruction. This feedback will be an important contribution to this research. In other words, the research setting was SMPN 8 Sigi, and the subjects were English teachers and ninth-grade students directly involved in the reading comprehension instruction process.

C. Researcher Position

This research was conducted at SMPN 8 Sigi and focused on the school's English teachers. Participants were English teachers and ninth-grade students. Data were collected through interviews with both groups of participants to obtain feedback on the teachers' reading comprehension instruction. This feedback will be an important contribution to this research. In other words, the research setting was SMPN 8 Sigi, and the subjects were English teachers and ninth-grade students directly involved in the reading comprehension instruction process.

D.Data and Data Sources

1. Data

Data are statements of fact, details, or descriptions. These descriptions serve as the starting point for research and are used to identify symptoms or solve problems.²³

The data in this study is qualitative. Qualitative data is information in the form of words, not numbers. Qualitative data was collected using a variety of methods, including interviews, document analysis, and observation.

2. Data source

In qualitative research, primary data sources consist of words and actions; the remainder are supplementary sources such as documents, interview transcripts, field notes, and observations. Data sources are divided into two types: primary data and secondary data.²⁴ However, in this study, the researcher only used primary data.

Primary data is information obtained through appropriate data collection methods from original sources during the research process. In other words, primary data are facts collected by the researcher themselves. Observations and interviews are the primary sources of information in this study.²⁵

²³Sugiyono, *Quantitative, Qualitative and R&D Research Methods* (Bandung: Alfabeta, (United Kingdom, 2017).

²⁴ Father Rashid, *Theory & Practice of Social Research Methodology*.

²⁵Kothari, C. R., & Garg, G. (2019). *Research Methodology: Methods and Techniques*.

1. Observation

Observation is a data collection technique that involves observing and recording something, either directly or indirectly. The main benefit of using the observation method is that researchers don't need to worry about bias. This is important because research design aims to depict what actually happens in real life, not what happens in fiction. In this study, the researcher will observe English teachers at SMP N 8 SIGI.

2. Semi-Structured Interview

An interview is a data collection technique that involves interviewing specific individuals as respondents. Furthermore, an interview is a direct, face-to-face effort to obtain reliable and valid measurements from one or more respondents in the form of oral responses. Interviews are a method of gathering information for research purposes. Interviews are conducted through face-to-face questions from the interviewer and informant or source, with or without the use of an interview guide.²⁶

InsideIn this study, researchers will conduct interviews with English teachers at SMP N 8 SIGI who are involved in implementing Reading Comprehension. Several types of interview techniques will be used: structured, semi-structured, and unstructured interviews.²⁷

²⁶Burhan Bungin, *Qualitative Research*, Second Edition. (Jakarta: Kencana Prenada Media Group, 2007).

²⁷Sukandar Rumidi, *Research Methods: A Practical Guide for Beginning Researchers*(Yogyakarta: Gajah Mada University Press, 2002).

Semi-structured interviews are classified as in-depth interviews which are more adaptive in their implementation than structured interviews.²⁸ The purpose of this type of interview is to identify the problem more openly, and the interviewees are asked for their opinions and ideas. When conducting an interview, the researcher must pay close attention and take careful notes on what the informant says. In the context of this research, semi-structured interviews will be used because this type of interview allows the researcher to gain a deep understanding of the topic. At the same time, these interviews help the researcher track the interview effectively because they are guided by predetermined themes.

3. Documentation

The research participants consisted of two groups:

- English Teachers: All ninth-grade English teachers at SMPN 8 Sigi, or a representative sample thereof, will participate. Documentation should include the number of teachers involved and the selection criteria, if a sample was used. Information regarding teachers' teaching experience, qualifications, and teaching methods should also be recorded.
- Ninth-Grade Students: Ninth-grade students at SMPN 8 Sigi who received reading comprehension instruction from teachers participating in the study. Documentation should describe how students were selected, the number of students involved, and their demographic characteristics (if relevant).

²⁸ Ruslin et al., "Semi-Structured Interviews: Methodological Reflections on the Development of Qualitative Research Instruments in Educational Sciences" (2022).

Method of collecting data:

This study used interviews as the primary data collection method. Documentation should detail the interview guides used for both teachers and students. Documentation should include the questions asked, interview duration, and data recording. Furthermore, documentation should explain how participant confidentiality and anonymity were maintained.

Research background documentation should provide a clear and comprehensive description of the research location, participants involved, and data collection methods. Accurate and complete details will enhance the credibility and validity of the research.

E. Reflexivity

Case studies are an excellent method for extrapolation, utilizing the kind of testing Karl Popper called “falsification,” which in the social sciences is a component of critical reflexivity.²⁹Falsification is one of the toughest tests a scientific theory can face. If a single observation does not support a theory, it must be modified or rejected, as it is generally considered invalid. Meanwhile, reflexivity is the researcher's ability to consciously refer to themselves in relation to the production of knowledge about a research topic.³⁰Reflexivity helps researchers examine their perspectives and understand how knowledge is created as a result. Because qualitative research relies heavily on data provided by

²⁹Bent Flyvbjerg, “Five Misconceptions About Case Study Research” 12, (2006).

³⁰K.Roulston,*Reflective Interviewing: A Guide to Theory & Practice*.(Sage Publications, 2010).

participants, reflexivity is crucial.³¹

Data obtained during qualitative research can be influenced by underlying beliefs because questionnaires, discussions, and interviews are all guided by the researcher. No matter how carefully designed, qualitative research is inherently subjective, so researchers must incorporate reflexivity into their research methods.

Qualitative researchers can practice reflexivity by recording participants' comments and thoughts during interviews, creating memos as soon as possible after interviews, and developing and continually updating a statement of researcher subjectivity. These processes are integrated into, not separate from, the data analysis process. Beginning researchers can begin engaging in the reflexive process by asking themselves questions.³²

³¹ Braun, V., dan Clarke, *Reflecting on Reflexive Thematic Analysis. Qualitative Research in Sport, Exercise, and Health* 2019

³² GB Marshall, C., and Rossman, *Designing Qualitative Research (6th Edition)* (Sage Publications, 2016).

CHAPTER IV

RESEARCH RESULT

A. Description of Research Location

1. Brief Overview of SMPN 8 Sigi

SMPN 8 Sigi is a public junior high school (SMP) located on Jl. Poros Palu Kulawi, Sibowi District, Tanambulava District, Sigi Regency, Central Sulawesi, this school was established in 1984. This public school has a fairly large land area, reaching 30,414 square meters, indicating that there is sufficient space for the development of educational facilities and services.

The school achieved an A accreditation rating through a Decree issued in 2019. This achievement demonstrates the school's commitment to providing high-quality education for its students. As a public school under the auspices of the Regional Government, SMP Negeri 8 Sigi operates a six-day-a-week teaching and learning process with a morning system.

While a website and phone number are not available, SMP Negeri 8 Sigi can be contacted via email at smpnegeri8sigi@gmail.com. This facilitates communication between the school and parents or the community seeking further information. With adequate facilities, good accreditation, and a strong commitment to educational quality, SMP Negeri 8 Sigi has the potential to be the right choice for parents who want to provide the best education for their children.

In learning activities, this school has 329 students, consisting of 158 male students and 171 female students, where the number of female students is more

than male students. This is guided by professional teachers in their fields. The current principal is SMP Negeri 8 Sigi, Dra. Ariani Yusuf, M.Si. and the responsible operator is SMPN 8 Sigi. With the existence of SMP Negeri 8 Sigi, it is hoped that it can contribute to educating the nation's children in Tanambulava District, Kab Sigi .

B. Teacher Feedback and Its Delivery

A teacher is a figure admired and emulated by their students. As a teacher today, it's important to recognize the importance of their role in providing feedback to students, guiding their progress, and inspiring their motivation and achievement.³³Effective feedback helps students learn and develop.related to the reading comprehension of class IX students of SMPN 8 Sigi, showing them where they need to make adjustments.

Based on the findings of a study on feedback provided by English (EFL) teachers' feedback on reading comprehension at SMPN 8 Sigi. This study involved two English teachers and six ninth-grade students who were interviewed. Data were collected through classroom observations, interviews with teachers and students, and document analysis, including lesson plans and student assignments. This approach aims to provide a clear picture of how feedback plays a role in the reading learning process.

Observations revealed that teachers provided feedback in two main forms: verbal and written. Verbal feedback was typically given during learning sessions,

³³Guthrie, J. T., And Wigfield, A.*Engagement and Motivation in Reading* In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.). *Handbook of Reading Research*(Vol. 3, hlm. 403-422). Lawrence Erlbaum Associates (2000).

when teachers explained errors or provided clarification to students. Written feedback, on the other hand, was provided through student assignments and quizzes, where teachers provided comments and suggestions for improvement. This type of feedback demonstrates that teachers want to help students better understand the material and correct any errors they make.

Interviewed students stated that teacher feedback was very helpful in improving their reading comprehension. Many students felt more confident after receiving positive and constructive feedback. However, some students felt the feedback was sometimes unclear, making it difficult for them to understand what needed improvement. This suggests the need for teachers to provide more specific and targeted feedback to ensure students' understanding.

Furthermore, teachers also face several challenges in providing effective feedback. One major obstacle is the large number of students in the class, which can result in limited time for individual attention. Despite this, both teachers made every effort to provide useful feedback. The research findings indicate that despite these challenges, the feedback provided by teachers still had a positive impact on student learning.³⁴.

Feedback is a key element of the gradual, ongoing learning and assessment process. Providing frequent and ongoing feedback is an important way to improve learning achievement. Improving reading and comprehension

³⁴ Smith, J. *The impact of feedback on student achievement* Journal of Educational Research, 15(2), (2021). 123-145.

skills is a crucial aspect of language and literacy learning. This focus aims to help students not only read words fluently but also understand the meaning, context, and messages contained within the text.³⁵

Reading and understanding text skills are also applied by class XI teachers at SMPN 8 Sigi, where teachers get students used to providing feedback on English learning methods. In this context, teachers provide direct feedback that students can use to improve their ability to interpret and understand texts. Furthermore, teacher feedback plays a crucial role in shaping students' early reading experiences and influences their identity as readers and their engagement with reading materials, thus facilitating the development of reading skills.

C. Challenges Faced by EFL Teachers in Providing Feedback

EFL teachers play a crucial role in developing students' language skills. Providing effective feedback is a crucial aspect of the learning process. However, teachers face many challenges in providing this feedback. Understanding these challenges is crucial for improving the quality of teaching and learning in EFL classrooms.

One of the main challenges is time constraints. EFL teachers often teach multiple classes with large numbers of students. In this situation, the time available to review assignments and provide comprehensive feedback is very limited. The feedback provided can be brief or in-depth, preventing students from

³⁵Hattie, J., and Timperley, H. *The Power of Feedback* Journal of Educational Research, 77(1), (2007). 81-112.

receiving the information they need to improve their skills. This can create gaps in students' understanding of the material being taught.³⁶

Student responses to feedback also present significant challenges. Not all students are able to understand or internalize the feedback provided. Some may ignore it, while others may feel offended or confused. Differences in language proficiency levels among students can also make providing appropriate feedback difficult. Therefore, teachers need to design feedback that is easily understood by all students, regardless of their language proficiency.³⁷

Technology and access also influence how teachers provide feedback. With the increasing use of online platforms and technology in education, teachers are faced with the need to master these tools. However, not all students have equal access to technology, such as devices and internet connections. These limitations can hinder the process of giving and receiving feedback, requiring teachers to find alternative methods that can reach all students.

Furthermore, differences in students' needs and learning styles present unique challenges. Each student has a unique way of understanding and applying information. Teachers need to tailor feedback to each student's needs, which requires careful attention and understanding. Without proper adjustment,

³⁶Ferris, D. R. *Responses to Student Writing: Implications for Second Language Learners* Lawrence Erlbaum Associates. (2003).

³⁷Carless, D. Perceptual Differences in the Feedback Process. *Studies in Higher Education*, 31(2), (2006). 219-233.

feedback may be ineffective and may not positively impact student development.³⁸.

Psychological aspects are also crucial in providing feedback. Teachers need to deliver constructive criticism to prevent students from feeling stressed or inferior. Balancing criticism with praise and positive reinforcement is key to creating a safe and supportive learning environment. By understanding these challenges and implementing appropriate strategies, EFL teachers can provide more effective feedback that supports students' progress in learning English.³⁹

D. How EFL Teachers Overcome Challenges

English as a Foreign Language (EFL) teachers face numerous challenges in their efforts to create effective and supportive learning environments. These challenges range from differences in student ability to limited resources. However, through creativity, adaptation, and continuous professional development, EFL teachers have developed various strategies to overcome these obstacles and ensure student learning success.⁴⁰.

Addressing Student Ability Differences. One of the biggest challenges is the diversity of student abilities in the classroom. Students may have varying educational backgrounds, learning experiences, and language proficiency levels. To address this, English as a Foreign Language (EFL) teachers often employ

³⁸Boud, D., then Falchikov, N. *Rethinking Assessment in Higher Education: Learning for the Future* Routledge. (2007).

³⁹ Al-Sham makhi, F., & Al-humaidi, S Challenges Faced by EFL Teachers in Mixed Ability Classes and Strategies Used to Overcome Them. *English World Journal*, 5(3), . (2015). 33.

⁴⁰Harmer, J. *English Language Teaching Practice*. Pearson Longman. (2007).

differentiated learning approaches. These approaches involve adapting materials, activities, and teaching methods to meet the needs of each individual student. These strategies can include assigning assignments tailored to individual ability levels, using heterogeneous learning groups for collaboration and peer learning, and providing additional learning resources for students who need them.

Utilizing a Variety of Teaching Methods. Successful language learning depends on the use of diverse and effective teaching methods. Experienced EFL teachers combine various approaches, such as communicative, task-based, and integrative, to ensure student engagement and understanding. They can use games, simulations, presentations, and discussions to make learning more interactive and engaging. The use of technology, such as language learning software and online platforms, can also help diversify teaching methods.⁴¹.

Building a Positive and Supportive Learning Environment. A positive and supportive classroom atmosphere is crucial for successful language learning. EFL teachers create a safe and inclusive environment where students feel comfortable participating and taking risks without fear of making mistakes. They build strong relationships with students, provide constructive feedback, and encourage collaboration among students. Creating a sense of community and mutual support in the classroom can boost student motivation and confidence.

⁴¹Richards, J. C., & Rogers, T. S. *Approaches and Methods in Language Teaching*. Cambridge University Press. (2014).

Using Relevant and Engaging Learning Materials. Relevant and engaging learning materials are crucial for maintaining student motivation and engagement. EFL teachers select materials that align with students' interests and ability levels, and reflect their cultural context. They can use authentic materials, such as news articles, videos, and songs, to make learning more meaningful and connected to the real world. Teachers' creativity in developing learning materials also plays a crucial role in creating a fun and effective learning experience.

Overcoming Technical and Resource Barriers. Limited resources and facilities often present challenges for English as a Foreign Language (EFL) teachers. A lack of textbooks, language labs, or technology can hinder the learning process. Creative English as a Foreign Language (EFL) teachers seek alternative solutions, such as utilizing free online resources, creating their own learning materials, or collaborating with other teachers to share resources. They also strive to optimize the use of existing resources to remain effective.⁴².

Improving Teaching Skills Through Professional Development. Continuous professional development is essential for English as a Foreign Language (EFL) teachers to enhance their skills and knowledge. They attend trainings, workshops, and conferences to learn the latest teaching strategies and methods. They also share their experiences and knowledge with other teachers through discussions and collaborations. A commitment to professional development ensures that English as a Foreign Language (EFL) teachers stay up-

⁴²Chapelle, C. A. English Language Learning and Technology. John Benjamins Publishing Company. (2003).

to-date on the latest developments in language teaching and can adapt their practices to meet students' needs.⁴³.

Leveraging Technology to Enhance Learning. Technology plays an increasingly important role in teaching English as a Foreign Language (EFL). EFL teachers utilize various technologies to enhance learning, such as language learning software, online platforms, and social media. They can use technology to assign assignments, provide feedback, and communicate with students outside of class. Technology can also help create more interactive and engaging learning.⁴⁴.

Adapting Strategies to Local Contexts: EFL teachers recognize that each learning context is unique and requires tailored strategies. They consider factors such as local culture, student ability levels, and available resources when planning and implementing lessons. The ability to adapt and adjust strategies to local contexts is key to successful EFL teaching.

The scanning and scanning methods are two learning methods used by English teachers at SMPN 8 SIGI, where students are taught to read the entire text (scanning) until they can finally read it quickly (screening).⁴⁵.

To make it easier for students to apply learning methods, teachers allow students to use smartphones as stated in S1/SM, he said:

⁴³Nunan, D. Practical English Language Teaching. McGraw-Hill (2003).

⁴⁴Lightbown, P. M., & Spada, N. How Language Is Learned. Oxford University Press. (2013).

⁴⁵ S4/TS Observasi, smpn8 sigi. (April 14th(2025)

"Now students are allowed to use smartphones to support their learning. This also helps students grow their interest in learning English, because with smartphones as a reference, learning English will be much easier and more enjoyable." This confirms that students tend to more easily understand accurate feedback while increasing their interest in learning to communicate in English.⁴⁶.

The drawback in implementing this learning method is that students tend to prefer to rely on their smartphones, making it difficult to improve their critical thinking skills in providing feedback in communication.⁴⁷.

a. Types of Feedback

Feedback is information given to someone regarding their performance, behavior, or work results. The primary purpose of providing feedback is to help the individual improve their skills and performance. Effective feedback is specific, measurable, achievable, relevant, and time-bound. This means that feedback should clearly explain what was done well and what needs improvement, and provide realistic and measurable targets for future improvement.

There are different types of feedback, which can be categorized by delivery method, content, and timing. Based on the delivery method, feedback can be verbal (spoken), written, or non-verbal (through body language). Based on its content, feedback can be positive (recognizing accomplishments), negative (pointing out areas for improvement), or neutral (providing information without

⁴⁶S1/SM, interview, SM. school, English teacher, smpn8sigi. (April 25th(2025)

⁴⁷English observation, Smpn8sigi (April 25)th(2025)

judgment). The timing of feedback is also important; feedback given immediately after an event occurs tends to be more effective than delayed feedback.

Effective feedback also takes into account the context and the recipient. Feedback given to a student will differ from feedback given to an employee. Factors such as the recipient's age, experience, and personality must be considered to ensure the feedback is well-received and encourages improvement. Feedback that is overly critical or delivered in an insensitive manner can have a negative impact and actually demotivate. Conversely, feedback delivered with empathy and support can boost self-confidence and encourage individual growth.

Furthermore, it's important to distinguish between feedback and criticism. Feedback focuses on behavior or work results, while criticism often focuses on the individual. Constructive feedback aims to help individuals improve their performance, while criticism can be demeaning and undermine self-confidence. Therefore, it's important to provide feedback in a constructive and supportive manner, focusing on changeable behaviors rather than personal characteristics.⁴⁸

Students have different preferences when it comes to receiving feedback. Most students prefer verbal feedback, such as when a teacher provides direct feedback in class. Others may prefer written feedback, such as reading practice notes. Clear and specific feedback is easier to understand.

⁴⁸Nicol, D. J., & Macfarlane-Dick, D. Formative Assessment and Self-Directed Learning: A Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*, 31(2), (2006). 199-218

b. Impact on Motivation

Effective feedback from English as a Foreign Language (EFL) teachers significantly impacts the motivation of ninth-grade students at SMPN 8 Sigi in developing their reading comprehension. Positive and constructive feedback, delivered in a timely and specific manner, fosters a sense of accomplishment and encourages further engagement in reading. When students receive detailed comments highlighting strengths and areas for improvement, they are more likely to feel confident in their abilities and motivated to address their weaknesses. This type of feedback fosters a growth mindset, where students view challenges as opportunities for learning and development, rather than as indicators of inherent limitations. Conversely, vague or critical feedback can decrease motivation, leading to feelings of frustration and reluctance to engage in reading activities. Teacher approaches, whether supportive and encouraging or dismissive and critical, directly influence students' perceptions of their own abilities and their willingness to persist in the face of difficulties.⁴⁹.

Furthermore, the type of feedback provided also plays a significant role in influencing motivation. Students respond differently to different feedback methods; some prefer written comments, while others benefit more from oral discussions. The timing of feedback is also crucial; immediate feedback allows students to address misunderstandings immediately, while delayed feedback can diminish their impact. A balanced approach, combining positive reinforcement

⁴⁹Carless, D. Perceptual Differences in the Feedback Process. *Studies in Higher Education*, 31(2), (2006). 219-233.

and constructive criticism, is most effective in maintaining motivation. Teachers should strive to create a supportive classroom environment where students feel comfortable seeking clarification and receiving feedback without fear of judgment. By providing tailored and timely feedback, English as a Foreign Language (EFL) teachers at SMPN 8 Sigi can significantly improve students' reading comprehension skills and, importantly, foster a positive and motivating learning experience.

Positive feedback, such as praise or recognition of progress, can increase student motivation. They feel more confident about continuing learning. On the other hand, overly critical or unconstructive feedback can leave students feeling frustrated and less motivated.

c. Involvement in the Learning Process

The learning process refers to the extent to which students actively participate and interact with course materials, assignments, and classroom activities, going beyond passive listening. This engagement includes activities such as group discussions, problem-solving, case analysis, simulations, and collaborative projects, designed to stimulate critical thinking, creativity, and the application of knowledge. By actively engaging, students not only receive information but also construct their own understanding through direct experience and reflection, which in turn improves retention, motivation, and the ability to transfer knowledge to new contexts.

In the context of English Language (EFL) teacher feedback on ninth-grade students' reading comprehension at SMPN 8 Sigi, student engagement in the learning process is crucial. Teacher feedback can be a catalyst or a barrier to student engagement. Constructive and specific feedback, highlighting strengths and areas for improvement, can encourage students to be more active in reading, asking questions, and discussing. Conversely, negative or unclear feedback can leave students feeling unmotivated and reluctant to participate. Therefore, teachers need to design feedback that is not only informative but also motivating, so that students feel actively involved in the learning process.⁵⁰.

Students who engage in discussions about feedback, such as asking for their opinions on effective learning methods, tend to value the feedback more. This involvement makes them feel valued and take greater responsibility for their learning.

d. Perception of Learning Quality

Perceptions of learning quality in the context of English as a Foreign Language (EFL) teacher feedback on ninth-grade students' reading comprehension at SMPN 8 Sigi are crucial factors influencing the success of the teaching and learning process. These perceptions are shaped by various aspects, including the quality and type of feedback students receive, the teaching methods used by teachers, the availability of learning resources, and the overall learning

⁵⁰Deci, E. L., & Ryan, R. M. The "What" and "Why" in Goal Pursuit: Human Needs and Self-Determination in Behavior. *Psychological Inquiry*, 11(4), (2000). 227-268.

environment. Students who receive specific, constructive, and timely feedback tend to have positive perceptions of learning quality. This feedback helps them understand their strengths and weaknesses in reading, thus enabling them to improve their reading comprehension and skills. Conversely, general, negative, or late feedback can create negative perceptions, reduce learning motivation, and hinder the development of their reading comprehension. In addition to feedback, engaging and interactive teaching methods, as well as the availability of adequate learning resources, also contribute to positive perceptions of learning quality. A supportive and inclusive learning environment also plays a significant role in shaping students' perceptions of learning quality.

Perceptions of learning quality are influenced not only by intrinsic factors in the teaching and learning process, but also by extrinsic factors such as students' expectations and previous learning experiences. Students with positive learning experiences tend to have higher expectations for learning quality, and vice versa. The influence of social and cultural factors also needs to be considered. For example, home learning culture and parental support can influence students' perceptions of the importance of reading and the quality of the learning they receive. Therefore, to comprehensively understand perceptions of learning quality, an analysis that considers various interrelated and influencing factors is necessary. Further research can reveal how these perceptions of learning quality correlate with student learning outcomes, thus providing a basis for improving the quality of reading instruction at SMPN 8 Sigi.

e. Social Environmental Impact

The social and environmental impact of English as a Foreign Language (EFL) teacher feedback on reading comprehension in ninth-grade students at SMPN 8 Sigi is a multifaceted issue that requires in-depth understanding. While it cannot be directly measured in a simple quantitative sense, its impact can be analyzed through its influence on students' learning environments and the broader community. Positive impacts can include improved students' reading comprehension skills, leading to improved academic achievement and future opportunities. This increased literacy can empower students to engage more effectively with information, participate more fully in society, and potentially contribute to a more informed and engaged society. Furthermore, effective feedback can foster a positive learning environment in the classroom, characterized by increased student motivation, engagement, and a sense of accomplishment. This positive learning environment can extend beyond the classroom, influencing students' attitudes toward learning and their overall well-being. However, ineffective feedback can have detrimental effects, potentially leading to decreased self-confidence, frustration, and a lack of student engagement in learning. This can negatively impact students' academic progress and overall development, potentially perpetuating existing social inequalities.⁵¹

Environmental impacts, while less direct, remain relevant. The method used to deliver and receive feedback (paper-based vs. digital) has environmental

⁵¹Bennett, R. E. Formative Assessment: A Critical Review. *Assessment in Education: Principles, Policies & Practices*, 18(1), (2011). 5-25

consequences. Paper-based feedback contributes to deforestation and waste, while digital feedback relies on energy consumption associated with electronic devices and internet infrastructure. The content of the feedback itself can also indirectly influence environmental awareness. If reading materials and feedback discussions incorporate themes of environmental sustainability and responsible citizenship, this can foster environmentally conscious attitudes and behaviors among students. Conversely, a lack of focus on environmental issues in the curriculum and feedback can miss the opportunity to cultivate environmentally responsible future generations. Therefore, a comprehensive assessment of the impact of EFL teacher feedback should consider not only its direct impact on students' reading comprehension but also its broader social and environmental implications, encompassing both positive and negative consequences.⁵².

Peers play a crucial role in shaping students' perspectives. At SMP N 8 SIGI, the environment is less supportive of students' communication development due to a limited understanding of what constitutes good feedback. This was further explained. S1/SM agrees with this statement. He stated. assumes:

“The students in the class Discussing the feedback they receive with peers and teachers can help students understand and internalize it. If their peers also benefit from the feedback, students are more likely to understand and appreciate it.⁵³.

Optimally improving their reading comprehension skills. It's worth noting that student feedback on English reading comprehension texts is quite varied,

⁵²Two Sides (n.d.). Myth: "Electronic Communications Are Better for the Environment Than Paper-Based Communications"

⁵³S1/SM, SM interview, English teacher, SMPN 8 Sigi (April 15th(2025)

requiring teachers to constantly adapt to different teaching methods. S5/MI also agreed with this statement. He stated:

“The difficulty students have in understanding English is because they are not used to it since elementary school and only get it after they are in junior high school, therefore teachers teach them from the beginning/basics of English. When students complete their assignments, the teacher must explain the reading text again so that students can understand and are able to complete the text assignments that have been given.”⁵⁴.

By understanding these various aspects, teachers at SMPN 8 Sigi can design more effective feedback strategies, so that students can improve their reading comprehension skills optimally.

Based on the interview results, the majority of students (75%) stated that the feedback provided by their English teacher was quite helpful in improving their reading comprehension. Students stated that the feedback provided was specific, explained errors clearly, and provided effective suggestions for improvement. For example, several students stated that the teacher provided additional explanations regarding difficult vocabulary or appropriate reading strategies. This indicates that the teacher had implemented constructive and effective feedback strategies.⁵⁵.

f. Learning (Teachers)

The relationship between the instructor as an educator and the student or learner is called learning from the instructor.⁸⁶Instructors and trainees exchange information throughout the learning process. The instructor's techniques and

⁵⁴S5/MI, interview, MI, English teacher, SMPN 8 Sigi (May 7)th(2025)

⁵⁵Observation, said smpn8. (April 12)th(2025)

strategies for implementing learning will produce positive educational outcomes.⁸⁷ The instructor acts as an informant, providing information about learning materials, especially in learning reading comprehension.

In the context of this study, a teacher is an instructor who teaches in a classroom. Educators are educational personnel qualified as teachers, lecturers, counselors, tutors, instructors, facilitators, and other titles according to their field of expertise, who participate in the provision of education.⁸⁸ Learning from instructors or teachers also has an impact and provides support for students in improving their English language skills when they receive punishment in English reading comprehension lessons. Some students, when punished and unable to receive explanations for their mistakes from peers or self-study, turn to EFL teachers. S3/RA confirmed this statement. He said:

I am often corrected in terms of how to read reading texts, and sometimes regarding reading rules that I don't know yet and also how to understand reading texts, so when I can't explain it, I usually ask the teacher straight away.⁵⁶

The student also added: *"Search on Google to find out the meaning of unknown vocabulary, or usually ask the teacher about the reading text"*

This quote demonstrates similarities in how students learn to acquire new knowledge. When they are punished, they will ask the teacher. In contrast, S4/TS demonstrates a different perspective. He states that: *"Personally, maybe it's because I'm lazy to study reading comprehension at home, so I have to*

⁵⁶S3/RA, interview, RA's, school smpn8sigi. (June 17th(2025)

concentrate fully when studying in class and I can ask questions right away."⁵⁷

.This statement is very different from the statements of most students here, who have less responsibility for their studies. As a result, this type of student must learn effectively in class.

Here, the researcher utilized feedback to assess students' progress in learning reading comprehension in English because there was no clear instructor responsible for this issue.

Student initiative and attendance scores in 11th grade English learning. S6/SW explains: *"We agreed to set aside time every day to read English books because we both want to learn and improve our English skills as students.*"⁵⁸.

Students' arguments stated that they self-assessed their English learning progress in class and how these activities were conducted based on the feedback provided by their teachers. This also showed that all students responded positively to EFL teacher feedback. They believed that their English teachers were genuinely helping them improve their English reading comprehension skills. Students at S1/SM and S5/MI explained:

I think this is great because it's already had an impact. I've mentioned before that when I was learning to read, I couldn't quite understand everything. For English, but after my teacher got us into the habit of reading texts, I feel a little better at understanding English texts.⁵⁹.

Based on my experience, reading will increase because currently most of us only watch, while reading can increase my knowledge even more.⁶⁰.

⁵⁷Interview S4/TS, TS, SMP N8 Sigi School. (June 17)th(2025)

⁵⁸Interview S6/SW, SW, SMP N8 Sigi school. (June 18)th(2025)

⁵⁹S3/RA,interview , RA's, school smpn8sigi. (June 18)th(2025)

⁶⁰S5/MI,interview, MI's, school smpn8sigi. (June 18)th(2025)

In addition to students' progress in improving their English reading skills, their confidence in expressing themselves in English also increased qualitatively. This statement was confirmed by S2/LN:

Sometimes my reading is still wrong, so my teacher corrects me, and then when I don't know the meaning of the words in the text I want to read, I sometimes ask my friends, and I find out about vocabulary that I have never read before and its meaning.⁶¹.

Interview results indicate that many students learn from their peers and teachers when learning English, especially in reading comprehension. In many cases, most of them simply learned new vocabulary from their peers. This was confirmed by S3/RA as follows: *"For example, the teacher shares a reading comprehension text. If there's vocabulary I don't know, I usually ask my friends or look up a dictionary."*⁶². As previously stated by S5/MI, he explained clearly whether he understood the contents of the comprehension reading text: *"Sometimes my friends and I also open Google to translate vocabulary that we don't understand."*⁶³.

E. Discussion

Based on the research results, it is proven that *feedback* provided by EFL teachers significantly helps students in improving their reading comprehension. The presence of *feedback* Constructive and specific feedback from teachers has been shown to help students recognize their errors and improve their reading

⁶¹S2/LN,interview , LN's, school smpn8sigi. (June 19th(2025)

⁶²S3/RA,interview , RA's, school smpn8sigi. (June 19th(2025)

⁶³S5/MI,interview, MI's, school smpn8sigi. (June 29th(2025)

strategies.⁶⁴ This is reflected in students' increased confidence when analyzing and discussing texts with their classmates. Students become more active participants in class discussions and more confident in answering questions related to the reading. This finding aligns with the argument put forward by Hattie and Timperley, who stated that *feedback* which can effectively increase students' motivation and performance in learning⁶⁵.

Motivate students to understand and learn *reading comprehension* also increase blessings *feedback* that they receive. Students who actively receive *feedback* They showed greater enthusiasm for learning and tried to explore new information about the texts they read. This was evident in their efforts to seek out additional reading materials and participate in reading activities outside of school hours. They demonstrated discipline in studying material related to reading comprehension, which positively impacted their ability to analyze texts. *feedback* from teachers not only improves reading comprehension, but also creates intrinsic motivation to learn more about English.

Other contributions from *feedback* The role of the teacher is to create positive and motivating learning experiences. *Feedback* Constructive and supportive instruction creates a comfortable learning atmosphere and encourages students to actively ask questions and participate in discussions. This is in line with the opinion that states that *feedback* which can increase students' motivation and self-confidence in learning in a positive way (example references are needed

⁶⁴Shute, V.J "Focus on Formative Feedback" Review of Educational Research, 78(1), (2008)153-189.

⁶⁵Hattie, J., & Timperly, H. "The Power of Feedback" Review of Educational Research, 77(1), (2007)81-112

here, for example, research on the influence of *feedback* positive impact on learning motivation). Thus, *feedback* Teachers not only function as error correctors, but also as tools to motivate and encourage students to continue improving their reading skills.⁶⁶.

Overall, teachers see feedback as core component sin reading learning which: Helps students correct mistakes and strengthen skills, Motivates students to participate actively, Directs the use of appropriate reading strategies, Strengthens learning relationships between teachers and students, Fosters critical and analytical thinking skills.

In addition, it was also found that *input* Teachers have a positive impact on increasing students' understanding of various aspect *reading comprehension*. *Feedback* specific and targeted assistance helps students improve their vocabulary mastery, grammar comprehension, and ability to interpret text meaning. This is consistent with research showing that *feedback* that focus on specific aspects of reading ability can significantly improve students' comprehension (example references are needed here, for example, studies on the effects of *feedback* which focuses on vocabulary). In other words, *feedback* Effective teachers can help students develop holistic and comprehensive reading skills.⁶⁷.

⁶⁶Kluger, A.N., & Denisi, A "The Effects of Feedback Interventions on Performance: A Historical Review, Ameta-Analysis, and Early Feedback Intervention Theory" Psychological Bulletin, 119 (2), (1996). 254-284.

⁶⁷Nicol,D.J.,&Macfarlane-Dick,D. "Formative Assessment and Self-Regulated Learning: A Model and Seven Principles of Good Feedback Practice" Studies in Higher Education,31(2), .(2006) 199-218.

Influence and benefits *feedback* Teachers vary in developing students' reading skills. This variation is influenced by several factors, such as students' learning styles, frequency of instruction, and the *feedback*, and accuracy *feedback*. Therefore, it is important for teachers to understand student characteristics and adjust strategies in providing learning. *Input* in order to provide optimal impact for each student. (example references are needed here, for example studies on differentiation *feedback* in learning)⁶⁸.

⁶⁸Sadler, D.R. "Formative Assessment and the Design of Learning Systems." *Learning Sciences*, 18 (2). (1889) 119-144.

CHAPTER V

CONCLUSION

A. Conclusion

This research aims to explore the feedback practices provided by English as a Foreign Language (EFL) teachers in teaching reading comprehension to ninth-grade students at SMPN 8 Sigi. Based on these findings, the following conclusions are drawn:

1. Teachers provide various forms of feedback, both verbal and written. This feedback includes correcting grammatical errors, explaining vocabulary meanings, and guiding reading strategies. Specific, constructive, and timely feedback has been shown to be more effective in helping students recognize their errors and improve their reading comprehension skills.
2. Teachers face several challenges, such as time constraints due to large class sizes, varying student abilities, and technical or access issues. Furthermore, student responses to feedback vary; some find it helpful, while others feel confused when it is too general or unclear.
3. To address these challenges, teachers implemented strategies such as differentiated learning, creating a positive learning environment, utilizing technology, and participating in professional development. They also adopted teaching approaches tailored to local contexts and student characteristics, including scanning and skimming techniques, and allowing students to use smartphones to support their learning.

B. Suggestions

1. Research Implications

a). Researchers found that this increases good and effective learning. It should be noted that students' shared understanding of English reading comprehension texts is quite diverse, therefore teachers need to adapt to teaching methods for students who have different abilities.

b.) This research aims to provide relevant insights for the development of better teaching practices, and positive feedback can also increase student motivation and self-confidence. Students who receive feedback tend to be more engaged in learning and have someone to hold accountable, namely a capable teacher. supervise, provide motivation, control, and demands so that students remain disciplined according to the provisions and try harder to achieve their academic goals.

c). The main weakness of this research is the absence of necessary observations and review documents. re-understand the advantages and benefits of feedback in reading comprehension in English.

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APPENDIXES

APPENDIX

Appendix 1-1: Interview Info and References

Appendix Code 1-1a Interview Reference Code

SMP N 8 SIGI	List of Interviewees	No	Reference Code
TEACHER	Teacher 1	Yunus,S.Pd	SI/SM
	Teacher 2	Ramlah.S.Pd	S5/SM
STUDENT	Student 1	Ahmad Fahmi	S3/RA
	Student 2	Muhammad Mubarak	S4/TS
	Student 3	Dilvana	S6/SW
	Student 4	Nurul Aida	S1/SM
	Student 5	Jusmianti	S5/MI
	Student 6	Nur Nada Gazali	S2/LN
	Student 7	Salsabila	S3/RA
	Student 8	Gheby	S5/MI

Appendix 1-1b Teacher and Student Profiles

NO	Reference Code	Male goose	education	Interview Date
1	S1/SM	Man	English teacher	15 April 2025
2	S5/MI	Women	English teacher	7 May 2025
3	S5/RA	Man	Grade IX	17 June 2025
4	S4/TS	Man	Grade IX	17 June 2025
5	S6/SW	Women	Grade IX	18 June 2025
6	S1/SM	Women	Grade IX	18 June 2025
7	S5/MI	Women	Grade IX	18 June 2025
8	S2/LN	Women	Grade IX	19 June 2025
9	S3/RA	Women	Grade IX	19 June 2025
10	S5/MI	Women	Grade IX	19 June 2025

Appendix 2-1: Interview form Example and its brief transcription
Appendix 2-1a Interview form for Teachers'

INSTRUMENT EXAMPLE 1
INTERVIEW QUESTION

Interview With Teachers'

Title of Research:

The EFL Teachers' Feedbacks In Reading Comprehension At The Ninth Grade of SMPN 8 SIGI

The main objective of this study is to determine teacher feedback on teaching reading comprehension to ninth grade students at SMPN 8 SIGI.

Theme	Type of Question	Comment
Introduction (<i>Pengenalan</i>)	Hello, my name is.... I am a student of English Language Education at UIN Datokarama Palu. I am interested in finding out about teacher feedback on teaching reading comprehension at SMP 8 Sigi. Therefore, I respectfully request you to provide information on how you teach students reading comprehension in class. <i>(Halo, nama saya saya seorang mahasiswa Tadris Bahasa Inggris UIN Datokarama Palu. Saya tertarik untuk mencari tahu mengenai feedback guru mengajar pemahaman bacaan di sekolah smpn 8 sigi. Oleh karena itu, saya dengan hormat meminta anda untuk memberi informasi bagaimana anda mengajarkan siswa terhadap pemahaman bacaan dikelas)</i>	
Umum (<i>General</i>)	First of all, is there any learning in ninth grade that teaches students reading comprehension in class?	

	(Pertama-tama, apakah ada pembelajaran di kelas sembilan yang mengajarkan siswa pemahaman bacaan)	
To find out the types and methods teachers use in teaching students reading comprehension in the class (Untuk mengetahui jenis dan metode guru dalam mengajarkan siswa reading comprehension di dalam kelas)	1. How do you typically provide feedback to students after they complete a reading assignment? 2. What is your main goal in providing feedback to students in the context of reading comprehension? 3. What types of feedback do you typically give students after they complete a reading assignment? 4. How do you ensure that the feedback you provide is understandable to students with different levels of English proficiency? 5. How do you measure the effectiveness of the feedback you provide? 6. What are the main challenges you face in providing effective feedback in reading comprehension learning? 7. What strategies do you use to ensure that your feedback is aligned with learning objectives? 8. How do you provide feedback to students who have widely varying ability levels in one class? (1. Bagaimana Anda biasanya memberikan umpan balik kepada siswa setelah mereka menyelesaikan tugas membaca? 2. Apa tujuan utama Anda memberikan umpan balik kepada siswa dalam konteks pemahaman membaca? 3. Jenis umpan balik apa yang biasanya Anda berikan kepada siswa setelah mereka menyelesaikan tugas membaca? 4. Bagaimana Anda memastikan bahwa	

	<i>umpan balik yang Anda berikan dapat dipahami oleh siswa dengan berbagai tingkat kemampuan bahasa Inggris?</i> <i>5. Bagaimana Anda mengukur efektivitas umpan balik yang Anda berikan?</i> <i>6. Apa saja tantangan utama yang Anda hadapi dalam memberikan umpan balik yang efektif dalam pembelajaran pemahaman membaca?</i> <i>7. Strategi apa yang Anda gunakan untuk memastikan bahwa umpan balik Anda selaras dengan tujuan pembelajaran?</i> <i>8. Bagaimana Anda memberikan umpan balik kepada siswa yang memiliki tingkat kemampuan yang sangat bervariasi dalam satu kelas?)</i>	
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Appendix 2-1: Interview form Example and its brief transcription
Appendix 2-1b Interviewee form for students

INSTRUMENT EXAMPLE 2
INTERVIEW QUESTION

Interview With Students

Title of Research:

The EFL Teachers' Feedback In Reading Comprehension At The Ninth Grade of SMPN 8 SIGI

Theme	Type of Question	Comment
Introduction (Pengenalan)	Hello, my name is.... I am a student of English Education at UIN Datokarama Palu. I am interested in finding out about teacher feedback on teaching reading comprehension at SMP 8 Sigi. Therefore, I respectfully request you to provide information on how you receive feedback on reading comprehension given by teachers in class. <i>(Halo, nama saya.... Saya mahasiswa Pendidikan Bahasa Inggris di UIN Datokarama Palu. Saya tertarik untuk mengetahui umpan balik guru tentang pengajaran pemahaman membaca di SMP 8 Sigi. Oleh karena itu, saya dengan hormat meminta Anda untuk memberikan informasi tentang bagaimana Anda menerima umpan balik tentang pemahaman</i>	

	<i>membaca yang diberikan oleh guru di kelas.)</i>	
Umum (General)	First of all, please tell me what you know about what reading comprehension ? (Pertama-tama, tolong beri tahu saya apa yang Anda ketahui tentang pemahaman membaca?)	
The impact of teacher provided reading comprehension feedback (Dampak dari umpan balik pemahaman bacaan yang diberikan guru)	1. Do you feel that the feedback your teacher gives is easy to understand? 2. Do you feel the feedback you received helped you improve your reading comprehension? 3. Do you feel comfortable asking your teacher if you don't understand the feedback given? 4. Is there a type of feedback that you have found most effective in helping you improve reading comprehension? 5. Do you feel there is a difference in the effectiveness of feedback given verbally and in writing? (1. Apakah Anda merasa umpan balik yang diberikan guru Anda mudah dipahami? 2. Apakah Anda merasa umpan balik yang Anda terima membantu Anda meningkatkan pemahaman membaca? 3. Apakah Anda merasa nyaman bertanya kepada guru jika Anda tidak memahami umpan balik yang diberikan?	

	<i>4. Adakah jenis umpan balik yang menurut Anda paling efektif dalam membantu Anda meningkatkan pemahaman membaca?</i> <i>5. Apakah Anda merasa ada perbedaan efektivitas umpan balik yang diberikan secara lisan dan tertulis?)</i>	
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Teacher Feedback Observation Checklist

Observation Identity

Observation Date: 19 Juneth 2025

Teacher Name: Yunus. S. Pd

Grade: 9

Observed Aspects

NO	Observed Aspects	Of	NO	Information
1	The teacher provides direct feedback during the discussion.	☐	☒	
2	The teacher uses concrete examples to explain feedback.	☒	☐	
3	Students are given the opportunity to ask questions after receiving feedback.	☒	☐	
4	Written feedback is provided on completed assignments.	☒	☐	
5	The teacher motivates students after giving feedback.	☒	☐	
6	Students appear active in responding to the feedback given.	☒	☐	
7	Feedback includes both positive aspects and areas for	☒	☐	

improvement.

8 Teachers tailor feedback based ☒ ☐
on each student's needs.

9 Feedback encourages students to ☒ ☐
improve their reading
comprehension.

Additional Notes

This checklist can be used to help researchers systematically observe and record teachers' feedback practices, as well as provide insights into the effectiveness of teaching strategies in reading comprehension.

Teacher Feedback Observation Checklist

Observation Identity

Observation Date: May 7th 2025

Teacher Name: Ramlah, S.Pd

Grade: 9

Observed Aspects

NO	Observed Aspects	Of	NO	Information
1	The teacher provides direct feedback during the discussion.	[✓]	[]	
2	The teacher uses concrete examples to explain feedback.	[✓]	[]	
3	Students are given the opportunity to ask questions after receiving feedback.	[✓]	[]	
4	Written feedback is provided on completed assignments.	[✓]	[]	
5	The teacher motivates students after giving feedback.	[✓]	[]	
6	Students appear active in responding to the feedback given.	[✓]	[]	
7	Feedback includes both positive aspects and areas for improvement.	[✓]	[]	

- 8 Teachers tailor feedback based ☒ ☐
on each student's needs.
- 9 Feedback encourages students to ☒ ☐
improve their reading
comprehension.

Additional Notes

This checklist can be used to help researchers systematically observe and record teachers' feedback practices, as well as provide insights into the effectiveness of teaching strategies in reading comprehension.

Appendix 3-1 Photos of Interview Activities and Other Important Documents with Teachers and Students



Interview Students



PERTEMUAN KE-1

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

- Mempersilahkan siswa untuk mendengarkan rekaman tentang dua orang teman yang sedang menonton konser. (5')
- Mempersilahkan siswa untuk membaca dialog tentang rekaman yang sudah diperdengarkan (5')
- Mempersilahkan siswa untuk menyimpulkan pernyataan yang benar atau salah dari dialog yang sudah dibaca dan didengar (Activity 2) (10')
- Mempersilahkan siswa untuk berdiskusi dengan teman sebangku tentang *to be* yang ditemukan dalam dialog. (5')
- Menjelaskan tentang *to be* dan bagaimana contoh penggunaannya. (15')
- Mempersilahkan siswa mengerjakan Activity 3 dan Activity 4. (15')

Kegiatan Penutup (10 Menit)

- Peserta didik dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian peserta didik/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-2

Kegiatan Pendahuluan (10 Menit)

- Doa; absensi; menyampaikan tujuan pembelajaran; dan menyampaikan penilaian hasil pembelajaran
- Memotivasi peserta didik untuk tercapainya kompetensi dan karakter yang sesuai dengan *Profil Pelajar Pancasila*; yaitu 1) beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia, 2) mandiri, 3) bernalar kritis, 4) kreatif, 5) bergotong royong, dan 6) berkebinekaan global, yang merupakan salah satu kriteria standar kelulusan dalam satuan pendidikan.

Kegiatan Inti (90 Menit)

- Mempersilahkan siswa untuk mendengarkan rekaman tentang nama-nama negara. (5')
- Meminta siswa untuk mengucapkan kembali nama-nama negara dalam bahasa Inggris. (5')
- Mempersilahkan siswa membaca teks tentang Cappadocia (hal 27). (10')
- Mempersilahkan siswa mencari teman untuk mengerjakan tugas tentang nama negara Activity 7(5')
- Mempersilahkan siswa mengerjakan Activity 7 bersama temannya. (15')
- Mempersilahkan siswa mempelajari nama-nama negara dan sebutan untuk orang yang berasal dari negara tersebut. (hal. 29) (15')

Kegiatan Penutup (10 Menit)

- Peserta didik dan guru menyimpulkan pembelajaran hari ini.
- Refleksi pencapaian peserta didik/formatif asesmen, dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
- Menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
- Guru mengakhiri kegiatan belajar dengan memberikan pesan dan motivasi tetap semangat belajar dandiakhiri dengan berdoa.

PERTEMUAN KE-3

Kegiatan Pendahuluan (10 Menit)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

الجامعة الإسلامية الحكومية داتوكاراما فالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165

Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama : DWI ANGGRANI LEMBA
TTL : POSO, 07 MEI 2023
Program Studi : TADRIS BAHASA INGGRIS
Alamat : SIGI
Judul :

NIM : 211160042
Jenis Kelamin : Female
Semester : SIX
HP : 0822 9929 8180

☒ Judul I

The English Teacher's Feedback in Reading Comprehension
at the Ninth Grade of SMP N 8 SIGI

☐ Judul II

Analyzing to Teacher Strategies in Teaching Reading Comprehension

☐ Judul III

Strategi for using in Learning English for Students at SMP N 8 SIGI

Sigi, 21 MARET 2023
Mahasiswa,

Nama Dwi ANGGRANI LEMBA
NIM. 211160042.....

Telah disetujui penyusunan skripsi dengan catatan:

The English Teacher's Feedback in Reading Comprehension at the
Ninth Grade of SMP N 8 SIGI

Pembimbing I : Ruslin, S.Pd, M.Sc., Ph.D

Pembimbing II : Nur Fauziah Mansur, S.Pd.

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Dr. Hj. Naima, S.Ag., M.Pd.
NIP. 19751021 200604 2 001

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 014

**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 1600 TAHUN 2024**

**TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU**

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang** : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Presiden No 61 Tahun 2021, tentang Universitas Islam Negeri Datokarama Palu;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
6. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
8. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu Nomor 529/UJ.24/KP.07.8/11/2023 masa jabatan 2023-2027

MEMUTUSKAN

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
- KESATU** : Menetapkan saudara :
1. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
2. Nurfaiziah Mansur, M.Pd.
- sebagai Pembimbing I dan II bagi Mahasiswa :
- Nama : Dwi Anggraini Lemba
- NIM : 211160042
- Program Studi : Tadris Bahasa Inggris
- Judul Skripsi : THE ENGLISH TEACHER FEEDBACK IN READING COMPREHENSION AT THE NINETH GRADE OF SMP N 8 SIGI
- KEDUA** : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA** : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2024
- KEEMPAT** : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya
- KELIMA** : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Sigi
Pada Tanggal : 31 Juli 2024



Ditandatangani oleh : Ruslin Mashuri, S.Ag., M.Pd.II
NIP. 19731231 200501 1 070



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 540 /Un.24/E.I/PP.00.9/02/2025 Palu, 13 Februari 2025
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Nurfauziah Mansur, M.Pd. (Pembimbing II)
3. Zulfikri, S.S., M.A. (Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

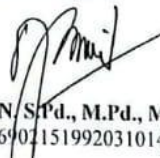
Nama : Dwi Anggraini Lemba
NIM : 211160042
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : THE ENGLISH TEACHER FEEDBACK IN READING COMPREHENSION AT THE NINETH GRADE OF SMPN 8 SIGI

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 14 Februari 2025
Waktu : 08.30 - 10.00
Tempat : Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan
Tadris Bahasa Inggris


RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)



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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460185
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jumat, 14 Februari 2025 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Dwi Anggraini Lemba
NIM : 211160042
Program Studi : Tadris Bahasa Inggris
Judul Proposal : THE ENGLISH TEACHER FEEDBACK IN READING COMPREHENSION AT THE NINETH GRADE OF SMPN 8 SIGI
Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Nurfauziah Mansur, M.Pd.
Penguji : Zulfikri, S.S., M.A.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	84	- chapter III, you should put checking of Data Validity. - In Research Setting (Quantitative don't need sample).
2.	BAHASA & TEKNIK PENULISAN	84	
3.	METODOLOGI	83	
4.	PENGUASAN	85	
	Jumlah	336	
	Nilai Rata-rata	84	A-

Palu, 14 Februari 2025

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing II,

Nurfauziah Mansur, M.Pd.
NIP. 198704222020122002

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



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Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jumat, 14 Februari 2025 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Dwi Angraini Lemba
NIM : 211160042
Program Studi : Tadris Bahasa Inggris
Judul Proposal : THE ENGLISH TEACHER'S FEEDBACK IN READING COMPREHENSION AT THE NINTH GRADE OF SMPN 8 SIGI
Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Nurfauziah Mansur, M.Pd.
Penguji : Zulfikri, S.S., M.A.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	89	- Logic - Coherence - Redundancy
2.	BAHASA & TEKNIK PENULISAN	89	
3.	METODOLOGI	80	
4.	PENGUASAN	88	
	Jumlah	346	
	Nilai Rata-rata	89	B+

Palu, 14 Februari 2025

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196907151992031014

Penguji,

Zulfikri, S.S., M.A.
NIP. 198808112020121002

Catatan

Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan

Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**BERITA ACARA
UJIAN PROPOSAL SKRIPSI**

Pada hari ini Jumat, 14 Februari 2025 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Dwi Anggraini Lemba
NIM : 211160042
Program Studi : Tadris Bahasa Inggris
Judul Proposal : THE ENGLISH TEACHER FEEDBACK IN READING COMPREHENSION AT THE NINTH GRADE OF SMPN 8 SIGI
Pembimbing I : RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
Pembimbing II : Nurfauziah Mansur, M.Pd.
Penguji : Zulfikri, S.S., M.A.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	84	
2.	BAHASA & TEKNIK PENULISAN	83	
3.	METODOLOGI	84	
4.	PENGUASAN	85	
	Jumlah	84	A-
	Nilai Rata-rata		

Palu, 14 Februari 2025

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing I,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan
Nilai Menggunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan
Harap memberikan nilai dalam bentuk angka



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460105
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2023/2024

Pada hari ini Jumat, 14 Februari 2025 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Dwi Anggraini Lemba
NIM : 211160042
Program Studi : Tadris Bahasa Inggris
Judul Proposal : THE ENGLISH TEACHER FEEDBACK IN READING COMPREHENSION AT THE NINETH GRADE OF SMPN 8 SIGI
Tgl / Waktu Seminar : Jumat, 14 Februari 2025/08.30 - 10.00

NO.	NAMA	NIM	SEM / PRODI	TTD	KET.
1.	Risqahayyu Oktia Dinda	211160096	8/TBI		
2.	Ammul Hossan	211160046	8/TBI		
3.	Firmans Budiansya Iht. Um	211160063	8/TBI		
4.	Anji Kusnuri Khoirun	211160059	8/TBI		
5.	Moh. Haikal	211160069	8/TBI		
6.	Ahmad Fadhil R.R	211160057	8/PBA		
7.	Sireh Rahmawati	211160053	8/TBI		
8.	Nurmadani	211160052	8/TBI		

Palu, 14 Februari 2025

Pembimbing I,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Pembimbing II,

Nurfauziah Mansur, M.Pd.
NIP. 198704222020122002

Penguji,

Zulfikri, S.S., M.A.
NIP. 198808112020121002

Mengetahui
a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris,

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014



الجامعة الإسلامية داروكراما بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 540 /Un.24/F.I/PP.00.9/02/2025 Palu, 13 Februari 2025
Sifat : Penting
Lamp : -
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D. (Pembimbing I)
2. Nurfauziah Mansur, M.Pd. (Pembimbing II)
3. Zulfikri, S.S., M.A. (Penguji)
4. Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Uin Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Dwi Anggraini Lemba
NIM : 211160042
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : THE ENGLISH TEACHER FEEDBACK IN READING COMPREHENSION AT THE NINETH GRADE OF SMPN 8 SIGI

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 14 Februari 2025
Waktu : 08.30 - 10.00
Tempat : Ruang Ujian Proposal Gedung Rektorat

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan
Tadris Bahasa Inggris

RUSLIN, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 196902151992031014

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

جامعة دانوكاراما الإسلامية الحكومية بالو

STATE ISLAMIC UNIVERSITY DATOKARAMA PALU

FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165

Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor : 765 /Un. 24/F.I.B/PP.00.9/03/2025
Lampiran : 3 (rangkap)
Hal : Penyampaian Jadwal Menguji Komprehensif

Sigi, 10 Maret 2025

Kepada Yth.
Bapak/Ibu Dosen Penguji

1. Dr. H. Askar, M.Pd.
2. Ana Kuliñana, S.Pd., M.Pd.
3. Drs. Mohamad Ihsan, M.Ag.

Di
Palu

Assalamu Alaikum War. Wab.

Sehubungan dengan pelaksanaan Ujian Komprehensif pada Fakultas Tarbiyah dan Ilmu Keguruan Tahun Akademik 2023/2024 dengan ini kami sampaikan kepada Bapak/Ibu Dosen, untuk melaksanakan Ujian Komprehensif dimaksud sebagaimana jadwal dibawah ini :

No.	Nama/NIM	Smt/Jur	Hari/Tgl/ Jam	Materi	Penguji
1	Dwi Anggraini Lemba/ 211160042	VIII (TBIG 1)	Rabu, 12 Maret 2025/ 08.30 - Selesai	ILMU PENDIDIKAN ISLAM	Dr. H. Askar, M.Pd.
				METODE KHUSUS TBIG	Ana Kuliñana, S.Pd., M.Pd.
				METODE STUDI ISLAM	Drs. Mohamad Ihsan, M.Ag.

Demikian penyampaian ini atas kerja sama yang baik diucapkan terima kasih.

Wassalamu Alaikum War. Wab.

a.n. Dekan
Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan,

Dr. Hj. Naima, S.Ag., M.Pd.
NIP. 197510212006042001

Catatan :

1. Untuk Mata Ujian Metode Studi Islam (MSI) Mahasiswa Diwajibkan Membaca Al-Qur'an.
2. Materi Ujian Komprehensif Mengacu Pada Bahan Materi Yang Telah Ditetapkan Oleh Fakultas.
3. Bagi Dosen Yang Belum Memiliki Bahan Materi Ujian Komprehensif Dapat Mengambil Di Kantor Fakultas. (Subbag Umum).

Buku Konsultasi Pembimbingan Skripsi

**JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI**

Nama : DWI ANGGRAINI LEMBA
 NIM : 211160042
 Program Studi : TADRIS BAHASA INGGRIS
 Judul : THE ENGLISH TEACHER FEEDBACK
 IN READING COMPREHENSION AT THE
 NINTH GRADE OF SMP NEGERI 8 SIGI

Pembimbing I :

Pembimbing II :

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1	Selasa / 17 Des 2024	1 2 3	Margin References, foot note Data Sources, Appendix	JH
2	Kamis / 19 Des 2024		Previous Study Quotation Interview Guidelines	JH

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	24/12/2024	1. 2. 3.	Background Previous study Interview (Question)	Juh
4.	30/12/2024	1. 2.	Correct misal typo Margin	Juh
5	13/01/25	ch I	RQ should be corrected the way required - Introduction redundancy	Juh
6	31/01/25	ch I	RQ should be revised accordingly	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
		Ch2	Theoretical framework should be developed	
	Senin, 14/07/2025	Ch 4	Revise it along the correction - Use the themes (3) to present the data	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
	Kamis, 17/07 2025		Acc for Examination Some parts need for further correction although it could be revised for offer exam	



KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

NAMA : DWI ANGGRANI LEMBA
 NIM : 21160092
 JURUSAN : TADRIS BAHASA INGGRIS

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Selasa 14/11/2023	Diva Aulia Syalsabila	An analysis of teacher Pedagogic competence teaching English to EFL students of Acehnese State of MA Alkalamitah Buntar Palu	1. Dr. Nur Asmanah, S.Ag., M.Hum. 2. Ruslin, SPd., M.Pd., M.Sc., Ph.D.	
2	Jumat 24/11/2023	WINDIANI	The correlation Between students' grammar mastery and students' speaking skill at IAIN Negeri 1 Sigli	1. Ana Kuliawana, SPd., M.Pd. 2. Fatima, M. Pd.	
3	Senin 24/02/2025	EVA Fajrianti	Analysis of students' speaking skill needs of English Tadris Department of 2023 class	1. Prof. H. Nurdin, S.Pd., S.Sos., M. Hum., Ph.D. 2. Ana Kuliawana, S.Pd., M.Pd.	
4	Rabu 23/01/2025	Nanda Amaliah	The influence of Kahoot in improving students' Vocabulary mastery for the Fifth grade of SD 2 Takara	1. Dr. Hj. Nur Asmanah, S.Ag., M.Hum. 2. Hizarah Syam, S.Pd., M.Pd.	
5	Kamis 07/03/2025	Yulianisa	The correlation between interpersonal intelligence and the English speaking ability in Forming at SMK Yudiarta Palu	1. Ana Kuliawana, SPd., M. Pd. 2. Dzakiyah, M. Pd.	
6	Selasa 18/07/2025	Moh Husain Alqat	The effectiveness of cake Application to improve students' Vocabulary mastery at the English grade of SD N 2 Sigli	1. Fitriyingsih, S.S., S.Pd., M. Hum. 2. Prisma Aswarida, S. Pd., M. Hum.	
7				1. 2.	
8				1. 2.	
9				1. 2.	
10				1. 2.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi

FORMULIR IZIN PENELITIAN SKRIPSI

Palu, 10 MEI 2025

Yth, Ketua Program Studi

Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Datokarama Palu

Dengan hormat kami mohon penerbitan Izin Penelitian Skripsi mahasiswa sebagai berikut :

Nama : DWI ANGGRAINI LEMBA
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Semester : 8
Program Studi : TAOLIS BAHASA INGGRIS
Alamat : SIBOWI KECAMATAN TANAMBULAYA, KAB SIGI
No. HP : 0822 4929 8180
Judul Skripsi :
THE ENGLISH TEACHER'S FEEDBACK IN READING COMPREHENSION
AT THE NINTH GRADE OF SMPN 8 SIGI

Dosen Pembimbing :

1. RUSLIN S.Pd., M.Sc., Ph.D
2. NUR FAUZIAH MANSUR S. Pd., M.Pd

Pejabat dan Tempat Penelitian

SMPN 8 SIGI

Demikian, atas perkenannya diucapkan terima kasih

Wassalam.
Pemohon

DWI ANGGRAINI LEMBA
NIM.211160042

Tembusan :

Subbagian Akmah dan Alumni

Persyaratan :

1. Formulir yang telah diisi
2. Slip SPP Semester berjalan
3. Undangan Seminar Proposal
4. Asli Rekomendasi Ketua Prodi

@Subbagian Akmah dan Alumni FTIK

CURRICULUM VITAE

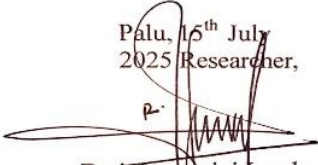


Research Identity

Name	: Dwi Anggraini Lemba
Date of Birth	: Poso, 07 May-2003
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SDN 9 Tiloan	: Graduate in 2015
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 Dwi Anggraini Lemba
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