

**STUDY ON TEACHER'S WAYS OF GIVING FEEDBACK  
IN THE CLASS OF WRITING AT THE 3<sup>RD</sup> SEMESTER  
STUDENTS OF ENGLISH DEPARTMENT OF IAIN  
WALISONGO IN THE ACADEMIC YEAR OF 2010/ 2011**

**A FINAL PROJECT**

Submitted in Partial Fulfillment of the Requirement  
for the Degree of Bachelor of Education  
in English Language Education



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*Assalamu 'Alaikum Wr. Wb.*

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## **A FINAL PROJECT**

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## MOTTO

والعصر\* ان الانسان لفي خسر\* الا الدين امنوا وعملوا الصالحات وتواصوا بالحق  
وتواصوا بالصبر

*“By the time,*

*Verily man is in lost,*

*Except such as have faith and do righteous deeds and join together in the mutual  
enjoining of truth and of patience.”*

*(Al-‘Ashr 1 - 3)*

## **DEDICATION**

*To Ummiy and Abah, I am not even on the half way there yet ...*

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Semarang, December 06 2010

M. Jauhari Sofi

## ABSTRACT

**Muhammad Jauhari Sofi (063411020)**, *Study on Teacher's Ways of Giving Feedback in the Class of Writing at the 3<sup>rd</sup> Semester Students of English Department of IAIN Walisongo in the Academic Year of 2010/ 2011*, Final Project, Semarang: Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo Semarang, 2010.

Keywords: teacher feedback, academic writing and the class of writing

This final project presents the results of a descriptive study on the teacher's ways of giving feedback in the class of writing at the third semester students of IAIN Walisongo in the academic year of 2010/ 2011. The primary purpose of the investigation is to describe the kinds of feedback implemented by the teacher in the class of writing and the considerations underlying such feedback. The results of this descriptive study will be useful inputs in relation to the implementation of teacher feedback in the class of writing. This makes sense since the teacher's ways of giving feedback are influential on writing achievement. Thus, identifying considerations influencing the implementation of teacher feedback to students' writing will contribute to the development of further writing achievement.

To obtain the data, interviews with the teacher of writing and three students of Writing 2 were conducted. In addition, direct observation was done. Document review was also involved in this study.

After analyzing the data, the teacher's ways of giving such feedback were identified. The results of the study, in summary, were quite positive in finding that, for some reasons, the teacher has focused on both form and content of the students' writing, has provided the feedback on the end of writing process and has preferred to use oral feedback as well as direct and indirect feedback. However, both the teacher and students have encountered a number of difficulties during the implementation of the teacher feedback. Therefore, suggestions have been investigated to deal with the problems. In addition, limitations of the study and recommendation are given for future related studies.

Finally, the study is expected to be beneficial to the teacher, students, and staffs of the faculty who are in charge of the issue.



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