

**TEACHERS' CORRECTIVE FEEDBACK ON STUDENTS'  
PERFORMANCE IN SPEAKING AND THE STUDENTS' PREFERENCES  
TOWARD THE FEEDBACK BASED ON THEIR PERSONALITY  
AT SENIOR HIGH SCHOOL 7 KEDIRI**

**THESIS**



**BY  
ANA DWI SULISTYOWATI  
NIM. 20506002**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
SCHOOL OF POSTGRADUATE PROGRAM  
STATE ISLAMIC INSTITUTE (IAIN) KEDIRI  
2023**

**TEACHER'S CORRECTIVE FEEDBACK ON STUDENT'S  
PERFORMANCE IN SPEAKING AND THE STUDENT'S PREFERENCES  
TOWARD THE FEEDBACK BASED ON THEIR PERSONALITY  
AT SENIOR HIGH SCHOOL 7 KEDIRI**

THESIS

Presented to  
State Islamic Institute of Kediri  
In Partial fulfilment of requirements  
for the degree of Magister in English



**BY**  
**ANA DWI SULISTYOWATI**  
**NIM. 20506002**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
SCHOOL OF POSTGRADUATE PROGRAM  
STATE ISLAMIC INSTITUTE (IAIN) KEDIRI  
2023**

## APPROVAL PAGE

This is to certify that this thesis has been approved by thesis advisors for further approval by the board of examiners.

**TEACHERS' CORRECTIVE FEEDBACK ON STUDENTS'  
PERFORMANCE IN SPEAKING AND THE STUDENTS' PREFERENCES  
TOWARD THE FEEDBACK BASED ON THEIR PERSONALITY  
AT SENIOR HIGH SCHOOL 7 KEDIRI**

ANA DWI SULISTYOWATI

NIM. 20506002

Approved by:

**Advisor I**



Dr. Ary Setya Budhi Ningrum, M.Pd.  
NIP. 19820430 200801 2 011

**Advisor II**



Dr. Sri Wahyuni, M.Pd.  
NIP. 19849090 2011 01 2 018

**RATIFICATION SHEET**

**TEACHERS' CORRECTIVE FEEDBACK ON STUDENTS'  
PERFORMANCE IN SPEAKING AND THE STUDENTS' PREFERENCES  
TOWARD THE FEEDBACK BASED ON THEIR PERSONALITY  
AT SENIOR HIGH SCHOOL 7 KEDIRI**

ANA DWI SULISTYOWATI

NIM. 20506002

has been examined by the the board of examiners of State Islamic Institute (IAIN)  
Kediri at the date of January 24<sup>th</sup> , 2023

Examiners,

**Chief of The Board Examiners**

Dr. Andriani, MM.

NIP. 197301132003122001

(.....)



**Main Examiner**

Dr. Toyyibah, S.S., M.Pd.

NIP. 197212202006042003

(.....)



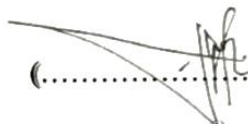
**Examiner I**

Dr. Ary Setya Budhi Ningrum,

M.Pd

NIP. 198204302008012011

(.....)

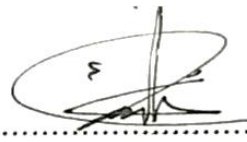


**Examiner II**

Dr. Sri Wahyuni, M.Pd

NIP. 198490902011012018

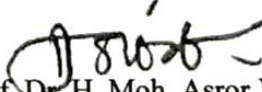
(.....)



Kediri, January 30<sup>th</sup> , 2023

Acknowledged by

Director of School of Postgraduate program,

  
Prof. Dr. H. Moh. Asror Yusuf, M.Ag. NIP.  
197212202006042003

## ABSTRACT

**Sulistiyowati, Ana Dwi.** 2022. Teachers' Corrective Feedback on Students' Performance in Speaking and the Students' Preferences toward the Feedback based on their Personality at Senior High School 7 Kediri. Department of English language Education, Faculty of Graduate Program, State Islamic Institute (IAIN) of Kediri. Advisors: Dr. Sri Wahyuni, M.Pd. and Dr. Ary Setya Budhi Ningrum, M.Pd.

Key Words: Corrective feedback, personality, extrovert, introvert.

Teachers' corrective feedback plays a role in determining students' language acquisition in the classroom. Providing verbal feedback in the classroom can help students use English well if it is given correctly. When a teacher does not give feedback on students' errors, it can negatively impact their English learning. Therefore, verbal feedback should be applied because it can help students improve their foreign language skills. Through oral feedback, students can gain new knowledge and become aware of their mistakes, enabling them to better use the target language. This research aims to discover the commonly used types of oral corrective feedback in speaking classrooms, and examine extroverted students' and introverted students' responses to feedback from teachers

This research was conducted at SMAN 7 Kota Kediri using a qualitative method. The data were collected through observation, interviews, and documentation. The participants in this study were 2 English teachers, 3 introverted students, and 5 extroverted students. The questionnaires adopted Jung's Theory (1945) about personality, named the Extrovert and Introvert Personality Inventory (EIPi), and Rod Ellis' (2009) theory about oral corrective feedback.

Teachers use various methods of corrective feedback to improve students' language skills, focusing on grammar and pronunciation. There are two types of corrective feedback commonly used: elicitation and explicit correction. The teacher also recommends considering the students' personalities and communication styles when giving feedback. Extroverted students recognize the importance of feedback in improving their speaking skills and language proficiency, extroverted students understand that feedback can provide specific suggestions for improvement, extroverted students are open to receiving feedback, actively working on areas of improvement, and may ask for additional clarification. Extroverted students prefer elicitation feedback, which allows active participation and improves critical thinking, confidence, and personal responsibility for learning, leading to improved speaking skills. Introverted students understand that feedback is essential for improving speaking performance, introverted students have varied preferences for oral corrective feedback, with some preferring a one-on-one setting, specific and actionable feedback, or reflection before taking action. Introverted students prefer explicit correction from the teacher, which helps them understand and correct errors quickly, raises their error awareness and provides direct feedback on vocabulary and grammar. This research contributes to the discussion of Rod Ellis' corrective feedback with personality classification.

## **MOTTO**

“Remove the ‘un’ word of your feeling and stand on your own feet”  
*Karimpson Muhammado*

## **DEDICATION**

There are a number of people without whom this thesis might not have been written, and to whom I am greatly indebted.

To my beloved family, who always there for me, always makes me happy, always supports me, and tells me not to give up in every hard condition. You always make me strong to face all problems and you are always beside me in my ups and downs. You are the best thing that Allah has given to me.

To my beloved friends, who always be my good friend since I studied in this campus and always support me to do a positive thing in my life.

All my beloved lecturers at IAIN Kediri, especially for my advisors, Dr. Ary Setya Budhi Ningrum, M.Pd and Dr. Sri Wahyuni, M.Pd. , a thousand of thanks for your guide, valuable advice and suggestion to make my thesis better.

## ACKNOWLEDGEMENT

In the name of ALLAH SWT., The Most Gracious and The Most Merciful, because of His Blessing that the thesis can be finished properly on appropriate time. Peace and blessing be upon for Muhammad SAW., the last prophet in the world. Subsequently, I express my great appreciation and thank to those who have a big contribution in helping me finishing the thesis. It is my pleasure to acknowledge:

1. Dr. Wahidul Anam, M. Ag. as the Rector of Institut Agama Islam Negeri (IAIN) Kediri
2. Prof. Dr. Moh. Asror Yusuf, M. Ag as the Director Of Graduate Program
3. Dr. Toyyibah, Ss. M.Pd. as Head of Tadris Bahasa Inggris
4. I would like to express my special appreciation to my first advisor, Dr. Ary Setya Budhi Ningrum, M.Pd. and my second advisor Dr. Sri Wahyuni, M.Pd. for their valuable assistance and inspiration to the completion of this thesis
5. The principal of SMA Negeri 7 Kediri, Drs. Mohamad Tohir, M.Pd.I who gives permission for the researcher to conduct a research at
6. All the staff in Kajur, Akademik, SLC and Library of IAIN Kediri
7. All of my beloved family. You all have supported me in completing my study.

At last, the author realizes that thesis is still have many weaknesses. So that, suggestion and criticism for the author is very expected. Hopefully this thesis can be useful for us and become the input for the parties in need.

Kediri, December 30<sup>th</sup> 2022

Researcher



## TABLE OF CONTENT

COVER .....	i
APPROVAL PAGE .....	iii
DECLARATION OF AUTHENTICITY .....	iv
RATIFICATION SHEET .....	v
ABSTRACT .....	vi
MOTTO .....	vii
DEDICATION .....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENT .....	x
LIST OF TABLE .....	xii
LIST OF FIGURES .....	xiii
LIST OF APPENDICIES .....	xiv
CHAPTER I INRODUCTION	
A. Background of Study .....	1
B. Research Problem.....	12
C. Objectives of Study .....	12
D. Significances of the Study.....	13
E. Limitations .....	13
F. Definition of Key Terms .....	13
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Speaking .....	14
B. Teaching Speaking .....	17
C. Teacher Corrective Feedback.....	20
D. Personality Traits .....	27
E. Personality Traits and Corrective Feedback .....	31
F. Previous Study .....	36
CHAPTER III RESEARCH METHOD	
A. Research Design.....	52
B. Data and Source Of Data.....	52

C. Research instrument .....	53
D. Data Collection .....	57
E. Data Analysis .....	58
F. Triangulation .....	63
CHAPTER IV RESEARCH FINDINGS	
A. Data Presentation .....	61
B. Findings.....	89
CHAPTER V DISCUSSION	
A. The types of oral corrective feedback are commonly used in speaking classrooms .....	94
B. The extroverted student's responses to the feedback given by the teacher .....	99
C. The introverted student's responses to the feedback given by the teacher .....	101
CHAPTER VI CONCLUSION AND SUGGESTION	
A. Conclusion .....	104
B. Suggestion.....	105
REFERENCES.....	106
APPENDIX .....	115

## LIST OF TABLE

	<b>Page</b>
Table 2.1 Corrective Feedback .....	22
Table 3.1 Personality Instrument .....	53
Table 3.2 Corrective Feedback Instrument .....	54
Table 3.3 Blueprint of Questionnaire.....	54
Table 3.4 Likert Scale Description.....	54
Table 3.5 Coding.....	58
Table 4.1 Teachers Data.....	65
Table 4.2 Students Data .....	66
Table 4.3 Instrument validity and Reliability .....	67
Table 4.4 Personality classification.....	69
Table 4.5 Corrctive feedback frequencies.....	69
Table 4.6 Selection of informants .....	70
Table 4.7 Coding Results .....	88
Table 4.8 Students response matrix .....	92

## LIST OF FIGURES

	<b>Page</b>
Figure 3.1 Qualitative analysis process.....	60
Figure 4.1 Research Location map.....	62
Figure 4.2 Structural Organization.....	65



## LIST OF APPENDICIES

	<b>Page</b>
Appendix 1. Blueprint of Extrovert Introvert Personality Instrument .....	115
Appendix 2. Blueprint of Corrective Feedback .....	116
Appendix 3. Questionnaire of Extrovert and Introvert Personality .....	117
Appendix 4. Questionnaire of Corrective feedback.....	119
Appendix 5. Interview Guidelines .....	122
Appendix 6. Observational checklist .....	124
Appendix 7. Documentation analysis .....	126
Appendix 8. Validity and Reliability Check Raw Data .....	127
Appendix 9. Interview Raw Data.....	132
Appendix 10. Documentation .....	141
Appendix 11. Turnitin Results .....	164

