

**INVESTIGATING EFL TEACHERS' FEEDBACK
LITERACY: A MIXED METHOD OF EXPERIENCED
AND NOVICE TEACHERS**

THESIS



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SYEKH WASIL ISLAMIC STATE UNIVERSITY OF KEDIRI**

**INVESTIGATING EFL TEACHERS' FEEDBACK LITERACY:
A MIXED METHOD OF EXPERIENCED AND NOVICE
TEACHERS**

THESIS

Presented to

Syekh Wasil Islamic State University of Kediri

In partial fulfilment of the requirements
for the degree of Magister in Islamic Studies

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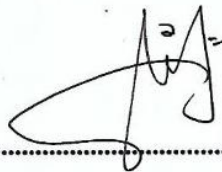
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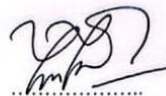
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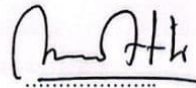
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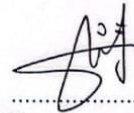
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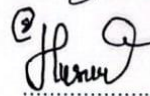
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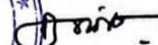
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“God does not burden a person except according to his ability”

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

(Al-Baqarah: 286)

DEDICATION

First of all, I would like to say the grateful to Allah SWT who always blesses and give me guidance, so I can finish my thesis. Moreover, I get new experience and more knowledge Secondly, shalawat and salam always be given to our Prophet Muhammad SAW who has guide us from the darkness to the lightness. I'm grateful and from the depth of my heart, this thesis is proudly dedicated to:

- 1 My beloved parents, thank you very much for my father, Mr. Dirjan and my mother, Mrs. Rasmunik who always support me in all condition, never stop praying for my success and as motivation to complete this thesis.
- 2 My beloved husband, Muhammad Ulil Al Bab, M.Pd., thank you so much for your support, motivation, and suggestion to complete this thesis.
- 3 My first advisor Mrs. Dr. Ima Fitriyah, M.Pd. and second advisor Mrs. Dewi Nur Suci, M. Pd. thank you so much for your suggestion, correction, ideas, and motivation during the process of writing this thesis.
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ABSTRACT

Sari, Rista Novita. 2026. *Investigating EFL Teachers' Feedback Literacy: A Mixed Method of Experienced and Novice Teachers*. Department of English Language Education, Postgraduate, Syekh Wasil State Islamic University of Kediri. Advisors: (I) Dr. Ima Fitriyah, M.Pd., (II) Dr. Dewi Nur Suci, M.Pd.

Keywords: *Teacher Feedback Literacy, Experienced Teachers, and Novice Teachers.*

Teacher feedback literacy has gained increasing attention in response to ongoing debates regarding the effectiveness of feedback practices in English language learning. Although feedback is widely acknowledged as a key element of learning, questions remain concerning how teachers design, deliver, and utilize feedback to support student learning. Investigating teacher feedback literacy is therefore important for understanding how teachers enact feedback practices and contribute to students' learning development. However, studies comparing feedback literacy between novice and experienced teachers in the context of English as a Foreign Language (EFL) remain limited. Therefore, this study was conducted to investigate: (1) teachers' perceptions of feedback literacy, (2) the types of feedback employed by teachers, and (3) teachers' feedback literacy practices in EFL classrooms.

This study employed an explanatory sequential mixed-methods design involving 75 English teachers who were members of the East Java English Teachers' Association. Quantitative data were first collected through a questionnaire and the result analyzed using descriptive statistics in Microsoft Excel. Subsequently, qualitative data were gathered through semi-structured interviews with three experienced teachers and three novice teachers and interview result analyzed using thematic analysis to explain and enrich the quantitative findings.

The findings revealed that both novice and experienced teachers held positive perceptions of teacher feedback literacy, with experienced teachers reporting slightly higher levels. Both groups predominantly used corrective and evaluative feedback; however, experienced teachers demonstrated a wider range of strategies, including descriptive, dialogic, peer, and technology-based feedback. Experienced teachers tended to use feedback to support learning improvement, whereas novice teachers focused more on evaluating students' performance. In practice, experienced teachers implemented feedback in more systematic, flexible, and student-centered ways. Although teaching experience contributed to the quality of feedback implementation, it was not the primary determinant of teachers' overall feedback literacy. These findings highlight the importance of continuous professional development to enhance teacher feedback literacy.

ABSTRAK

Sari, Rista Novita. 2026. *Investigasi Literasi Umpan Balik Guru EFL: Studi Kasus pada Guru Berpengalaman dan Guru Pemula*. Tesis, Program Studi Pendidikan Bahasa Inggris, Pascasarjana, Universitas Islam Negeri Syekh Wasil Kediri. Pembimbing: (I) Dr. Ima Fitriyah, M.Pd., (II) Dr. Dewi Nur Suci, M.Pd.

Kata Kunci: *Literasi Umpan Balik Guru, Guru Berpengalaman, dan Guru Pemula.*

Literasi umpan balik guru semakin mendapat perhatian seiring dengan perdebatan yang terus berlangsung mengenai efektivitas praktik umpan balik dalam pembelajaran bahasa Inggris. Meskipun umpan balik secara luas diakui sebagai elemen penting dalam pembelajaran, masih terdapat pertanyaan mengenai bagaimana guru merancang, memberikan, dan memanfaatkan umpan balik untuk mendukung pembelajaran siswa. Oleh karena itu, investigasi terhadap literasi umpan balik guru penting dilakukan untuk memahami bagaimana guru menerapkan praktik umpan balik dan berkontribusi terhadap perkembangan belajar siswa. Namun, penelitian yang membandingkan literasi umpan balik antara guru pemula dan guru berpengalaman dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL) masih terbatas. Oleh karena itu, penelitian ini dilakukan untuk menginvestigasi: (1) persepsi guru terhadap literasi umpan balik, (2) jenis-jenis umpan balik yang digunakan guru, dan (3) praktik literasi umpan balik guru di kelas EFL.

Penelitian ini menggunakan desain mixed-method dengan model explanatory sequential yang melibatkan 75 guru bahasa Inggris yang tergabung dalam Musyawarah Guru Mata Pelajaran (MGMP) Bahasa Inggris Jawa Timur. Data kuantitatif dikumpulkan melalui kuesioner, sedangkan data kualitatif diperoleh melalui wawancara semi-terstruktur dengan tiga guru berpengalaman dan tiga guru pemula. Hasil kuisisioner dianalisis menggunakan statistik deskriptif dengan Microsoft Excel, sementara hasil interview dianalisis melalui analisis tematik.

Hasil penelitian menunjukkan bahwa baik guru pemula maupun guru berpengalaman memiliki persepsi positif terhadap literasi umpan balik guru, dengan guru berpengalaman menunjukkan tingkat yang sedikit lebih tinggi. Kedua kelompok guru dominan menggunakan umpan balik korektif dan evaluatif. Namun, guru berpengalaman menunjukkan variasi strategi yang lebih luas, termasuk umpan balik deskriptif, dialogis, teman sebaya, dan berbasis teknologi. Guru berpengalaman cenderung menggunakan umpan balik untuk mendukung perbaikan pembelajaran, sedangkan guru pemula lebih berfokus pada evaluasi kinerja siswa. Dalam praktiknya, guru berpengalaman menerapkan umpan balik secara lebih sistematis, fleksibel, dan berpusat pada siswa. Meskipun pengalaman mengajar berkontribusi terhadap kualitas pelaksanaan umpan balik, pengalaman tersebut bukan merupakan faktor utama yang menentukan tingkat literasi umpan balik guru secara keseluruhan. Temuan ini menegaskan pentingnya pengembangan profesional berkelanjutan untuk meningkatkan literasi umpan balik guru.

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The researcher hopes Allah SWT gives blessing to all of you. Finally, the researcher realizes that this thesis is far from perfect. Therefore, constructive comments, critics, suggestions, and advice are very necessary for the improvement

of this thesis. Last but not least, the researcher hopes this thesis will be useful for the readers.

Kediri, July 5th 2026

The Researcher,

A handwritten signature in black ink, appearing to read 'Rista Novita Sari', with a horizontal line underneath.

Rista Novita Sari

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