

## ABSTRACT

### **Asmara Dewi Aqmarina (2017): Appropriate Feedback for Children with Special Educational Needs in English Subject (A Case Study of English Teacher at Ibnu Sina Islamic Elementary School)**

This study intends on investigating the kinds of teacher feedback and the ways of teacher feedback provides appropriate feedback for children with Special Educational Needs. Student's responses towards teacher feedback, which is also examined in this study, intent on figuring out the effectiveness of the teacher feedback. It employed a case study methodology, involving an English teacher who taught a student with Special Educational Needs and a student who has such a needs in inclusive classroom programme as the respondents. The data were gathered from classroom observation, questionnaire, interview, and document analysis. The obtained data were mainly analysed based on Hattie and Timperley (2007), Brookhart (2008), Farrell (2009), Martel (2009), and Lowery (2005). The findings showed that the teacher provided feedback as proposed by Brookhart (2008); focus, comparison, function, valence, clarity, specificity, tone, timing, amount, mode, audience. The student tended to respond positively towards teacher feedback. it showed from the attendance, comprehension, and participation. In conclusion feedback is important tool to help student reach the objectives of the study. The feedback is provided by considering the types of student. The effect of feedback strategies and contents will be provided to children with Special Educational Needs adapted with their capability.

**Keywords:** Feedback, Teacher feedback, Special Educational Needs, Children with Special Educational Needs.