

TABLE OF CONTENTS

COVER	i
APPROVAL LETTER	ii
DECLARATION	iii
ABSTRACT	iv
BIOGRAPHY	v
PREFACE	vii
ACKNOWLEDGEMENTS	viii
TABLE OF CONTENTS	x
LIST OF FIGURES	xiv
LIST OF TABLES	xv
LIST OF PICTURES	xvi
LIST OF APPENDICES	xvii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	3
C. Research Objectives	3
D. Research Significances	4
E. Rationale	4
F. Procedure of Research	12
1. Research Methodology	12

2. Sources of Data	12
3. Location	13
4. Research Participants	13
5. Techniques for Data Collection	14
G. Data Analysis	15
H. Definition of Key Terms	18
CHAPTER II LITERATURE REVIEW	19
A. Teacher Feedback	19
1. Definition of Teacher Feedback	19
2. Teacher Feedback Strategies	23
3. Teacher Feedback Contents	25
B. Children with Special Educational Needs	28
1. Definition of Special Educational Needs	30
2. Types of Children with Special Educational Needs	32
2.1 Hearing Impairment	32
2.2 Communication Disorder	33
2.3 Reading Disorder	34
2.4 Disorder of Written Expression	35
3. Children with Special Educational Needs Responses to Teacher Feedback	35
4. Definition of Inclusive Classroom	37
C. Appropriate Feedback for Children with Special Educational Needs	40

1. Feedback Implementation for	
Children with Special Educational Needs	41
D. Previous Study	50
CHAPTER III FINDINGS AND DISCUSSION	53
A. The General Description of the School	53
1. Status of school	53
2. Teachers and staffs	55
3. Data of students	55
4. Data of facilities	55
B. The Kinds of Appropriate Feedback are given	
by the teacher for children with Special Educational Needs	56
1. Description of data	56
a. Based on questionnaire	56
2. Findings and analysis	57
a. The data from questionnaire	57
C. The ways the English Teacher Give Appropriate	
Feedback for Children with Special Educational Needs	63
1. Description of data	63
a. Based on observation	63
b. Based on questionnaire	66
c. Based on interview	66
2. Findings and analysis	68
a. The data from observation	68

b. The data from questionnaire	76
c. The data from interview	81
D. Student's Responses towards Teacher's Feedback	84
1. Description of data	84
a. Based on document analysis	84
b. Based on observation	85
2. Findings and analysis	86
a. The data from document analysis	86
b. The data from observation	89
CHAPTER IV CONCLUSION AND SUGGESTION	93
A. Conclusion	93
B. Suggestion	94
BIBLIOGRAHPY	97
APPENDICES	103

LIST OF FIGURES

Figure 1.1 Integrating the Three Feedback Questions with Four Levels	7
Figure 1.2 Kinds of Teacher Feedback	8
Figure 1.3 Conceptual Framework of Appropriate Teacher Feedback for Children with Special Educational Needs in English Subject	11
Figure 1.4 Scheme of Data Analysis	17
Figure 2.1 a Model of Feedback to Enhance Learning	20



LIST OF TABLES

Table 2.1 Teacher Feedback Strategies Choices for Children with Special Educational Needs	24
Table 2.2 Teacher Feedback Contents Choices for Children with Special Educational Needs	26
Table 2.3 Categorizing Student Attendance Rate	36
Table 2.4 Content – Specific Suggestions for Feedback	46
Table 3.1 Feedback Focus Questionnaire Result	58
Table 3.2 Feedback Comparison Questionnaire Result	58
Table 3.3 Feedback Function Questionnaire Result	59
Table 3.4 Feedback Valence Questionnaire Result	59
Table 3.5 Feedback Clarity Questionnaire Result	60
Table 3.6 Feedback Specificity Questionnaire Result	60
Table 3.7 Feedback Tone Questionnaire Result	61
Table 3.8 Feedback Timing Questionnaire Result	77
Table 3.9 Feedback Amount Questionnaire Result	78
Table 3.10 Feedback Mode Questionnaire Result	79
Table 3.11 Feedback Audience Questionnaire Result	79

LIST OF PICTURES

Picture 2.1 Example of Writing Feedback Directly on Work	47
Picture 2.2 an Annotated Rubric	48
Picture 2.3 Annotated Lab Report Cover Sheet	48



LIST OF APPENDICES

Appendix I Research Instruments	104
Appendix II the Result of Instruments	105
Appendix III Profile of School	106
Appendix IV Letters	107

