THE LEXICAL COMPLEXITY

IN THE ENGLISH NOVICE TEACHER'S FEEDBACK

THESIS

Submitted in partial fulfillment of the requirements for the degree of

Sarjana Pendidikan (S. Pd.) in English teaching

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ABSTRACT

Faroha, Ulya (2025) *The Lexical Complexity in The English Novice Teacher's Feedback.* Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Rizka Safriyani, M.Pd. Supervisor II: Hilda Izzati Madjid, MA,

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Keywords: *Lexical complexity, Feedback, Novice Teacher*

Teacher feedback is instrumental in influencing language learning outcomes, particularly in EFL environments. Although feedback has been extensively researched with regard to its function and types, its lexical complexity, or more specifically, the lexical density of novice teachers' feedback, has received little attention. This research examines the variation in the ratio of content words in teacher feedback as calculated by lexical density across educational levels. It seeks to determine the answer to the question: How is the lexical density of novice teachers' feedback across levels of education, as manifested in their teacher's performance test? Using qualitative research, the study analyzed oral comments from six teaching performance video recordings of novice English teachers participating in the Professional Teacher Education Program (PPG), elementary, junior high, and senior high school levels. Utilizing conversation analysis and lexical density, feedback statements were transcribed, categorized, and rated. The findings show a lexical density range of scores by educational level, with a mean lexical density of 51% in elementary, 45% in junior high, and 66% in senior high. Directive and affirmative feedback were most present at the elementary and junior high levels, with repetition and evaluative feedback most frequent in senior high classrooms. The lexical density also affected by the length of utterance, filler words, and feedback function. Although there were instances of high-density repetition, several utterances contained low lexical content because there was constant use of discourse markers and function words. The results reveal how pre-service teachers modify their lexical choice based on students' level of cognitive but also suggest inconsistency in the consistency of feedback and alignment with instructional goals. The study suggests that teacher training programs should include lexical awareness to enhance the clarity, appropriateness, and pedagogical value of classroom feedback.

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ABSTRAK

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Kata kunci : *Lexical complexity, Feedback, Novice Teacher*

Umpan balik guru memainkan peran penting dalam mempengaruhi hasil pembelajaran bahasa, terutama dalam lingkungan pembelajaran bahasa asing (EFL). Meskipun umpan balik telah banyak diteliti terkait fungsi dan jenisnya, kompleksitas leksikalnya, atau lebih spesifiknya, kepadatan leksikal umpan balik guru pemula, belum banyak mendapat perhatian. Penelitian ini menganalisis variasi rasio kata-kata konten dalam umpan balik guru yang dihitung berdasarkan kepadatan leksikal di berbagai tingkatan pendidikan. Penelitian ini bertujuan untuk menjawab pertanyaan: Bagaimana kepadatan leksikal umpan balik guru pemula di berbagai tingkat pendidikan, sebagaimana diamati dalam ujian kinerja guru mereka? Menggunakan penelitian kualitatif, studi ini menganalisis komentar lisan dari enam rekaman video kinerja mengajar guru pemula bahasa Inggris yang mengikuti Program Pendidikan Guru Profesional (PPG) di tingkat sekolah dasar, sekolah menengah pertama, dan sekolah menengah atas. Dengan menggunakan analisis percakapan dan kepadatan leksikal, pernyataan umpan balik ditranskrip, dikategorikan, dan dinilai. Temuan menunjukkan rentang skor kepadatan leksikal berdasarkan tingkat pendidikan, dengan rata-rata kepadatan leksikal 51% di tingkat sekolah dasar, 45% di tingkat sekolah menengah pertama, dan 66% di tingkat sekolah menengah atas. Umpan balik direktif dan afirmatif paling dominan di tingkat sekolah dasar dan menengah pertama, sementara pengulangan dan umpan balik evaluatif paling sering terjadi di kelas sekolah menengah atas. Kepadatan leksikal juga dipengaruhi oleh panjang ucapan, kata pengisi, dan fungsi umpan balik. Meskipun ada kasus pengulangan dengan kepadatan tinggi, beberapa ucapan mengandung konten leksikal rendah karena penggunaan konstan penanda wacana dan kata fungsi. Hasil penelitian mengungkapkan bagaimana calon guru menyesuaikan pilihan leksikal mereka berdasarkan tingkat kognitif siswa, namun juga menunjukkan ketidakkonsistenan dalam konsistensi umpan balik dan keselarasan dengan tujuan instruksional. Studi ini menyarankan agar program pelatihan guru mencakup kesadaran leksikal untuk meningkatkan kejelasan, kesesuaian, dan nilai pedagogis umpan balik di kelas.

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TABLE OF CONTENT

PERNYATAAN KEALISAN TULISAN I

Approval sheet II

Examiner approval sheet III

ACKNOWLEDGMENT IV

ABSTRACT VI

ABSTRAK VII

TABLE OF CONTENT VIII

Chapter I Introduction 1

A. Research Background 1

B. Research question 5

C. Objective of the Study 5

D. Significance of the Study 5

E. Scope and limitations of the study 6

F. Definition of Key Terms 7

Chapter II Review of Related Literature 10

A. Review of Related Theories 10

1. Introduction to Feedback in English Language Teaching 10

2. Lexical complexity 17

B. Review of Previous Study 31

Chapter III Research Method 39

A. Research Design 39

B. Research Subject 41

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S U R A B A Y A
http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/

C. Data and Source of Data 42
D. Data Collection Technique 44
E. Research Instrument 45
F. Data Analysis Techniques 45
1. Organizing data 46
2. Measuring lexical density 47
3. Conclusions based on lexical density 48
Chapter IV Finding and Discussion 50
A. Findings 50
1. Lexical density across level of education 50
2. The distribution of content words across level 53
3. Lexical Density Across Feedback Functions 57
B. Discussion 62
1. Cross-Level Comparison of Lexical Density 62
2. The trend of noun and adjectives 69
3. Feedback function and density 73
Chapter V Conclusion AND SUGESTION 81
A. Conclusion 81
B. Sugestion 83
Reference 86
Appendix i
Appendix 1 i
Appendix 2 ii
Appendix 3 ii
Appendix 4 iii

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Appendix 5 vi

Appendix 6 vii

Appendix 7 viii

Appendix 8 viii

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