

**THE ROLE OF TEACHERS' FEEDBACK  
IN WRITING NARRATIVE TEXT  
AT MA SYEKH SUBAKIR, NGLEGOK BLITAR**

**Thesis**

**Presented as partially fulfil the requirements to obtain  
A Bachelor of Education degree in English Education Department**



**BY**

**MUHAMMAD HILMI SHOLAHUDIN**

**NIM. 20202018**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH  
STATE ISLAMIC INSTITUTE OF KEDIRI  
JUNE, 2024**

**THE ROLE OF TEACHERS' FEEDBACK  
IN WRITING NARRATIVE TEXT  
AT MA SYEKH SUBAKIR, NGLEGOK BLITAR**

**THESIS**

**Presented to  
State Islamic Institute of Kediri  
In partial fulfilment of the requirements  
for the degree of Sarjana in Education Department**

**By  
Muhammad Hilmi Sholahudin  
NIM. 20202018**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH  
STATE ISLAMIC INSTITUTE OF KEDIRI  
JUNE, 2024**

## DECLARATION OF AUTHENTICITY


Name : Muhammad Hilmi Sholahudin  
Student ID Number : 20202018  
Study Program : English Language Department  
Faculty : Education  
Title of Thesis : The Role of Teachers' Feedback in Writing  
Narrative Text at MA Syekh Subakir, Nglegok Blitar

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of high education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis to fulfill the requirement for the degree of Bachelor (S1) in English Study Program, State Islamic Institute of Kediri

Kediri, 11 June, 2024

The Researcher



**Muhammad Hilmi Sholahudin**

**NIM. 20202018**

**APPROVAL PAGE**

This is to certify the *Sarjana*'s Thesis of Muhammad Hilmi Sholahudin has been approved by the thesis advisors for further approval by the board of **EXAMINERS.**

**THE ROLE OF TEACHER' FEEDBACK IN WRITING  
NARRATIVE TEXT AT MA SYEKH SUBAKIR, NGLEGOK  
BLITAR"**

**Muhammad Hilmi Sholahudin**

20202018

**Approved by:**

**Advisor 1**

**Advisor 2**



**Dr. Tovvibah, M.Pd**

**NIP. 197212202006042003**



**Annisa Aulia Saharani, M.Pd**

**NIP. 198012262009121004**

**RATIFICATION SHEET**  
**THE ROLE OF TEACHERS' FEEDBACK IN WRITING NARRATIVE**  
**TEXT AT MA SYEKH SUBAKIR, NGLEGOK BLITAR**

**MUHAMMAD HILMI SHOLAHUDIN**

**NIM. 20202018**

**Has been examined by the Board of Examiner of State Islamic Institute  
(IAIN) Kediri on 11 June 2024**

**1. Main Examiner**

**Dr. Dewi Nur Suci, S.S, M.Pd**  
**NIP. 198909142023212040**

(  )

**2. Examiner I**

**Dr. Toyyibah, M.Pd**  
**NIP. 197212202006042003**

(  )

**3. Examiner II**

**Annisa Aulia Saharani, M.Pd**  
**NIP. 198012262009121004**

(  )

**Kediri, 12 June 2024**

**Acknowledged by**

**The Dean of Tarbiyah Faculty of IAIN Kediri**



**Dr. Hj. Munifah, M.Pd**  
**NIP. 197004121994032006**

## **MOTTO**

**Paham atau tidak, harus Sami'na wa atho'na  
(KH. Ahmad Bahauddin Nursalim)**

**Menuntut ilmu itu harus dibarengi dengan tawadhu' terhadap guru, karena  
itulah kunci kemanfaatan ilmu itu sendiri.**

**(Muhammad Hilmi Sholahudin)**

## ACKNOWLEDGEMENT

**Assalamu'alaikum wr.wb.**

First and foremost, I thank Allah SWT for being with me and enabling me through His grace and guidance to finish this thesis entitled "The Role of Teachers' Feedback in Writing Narrative Text at MA Syekh Subakir Nglegok Blitar".

This thesis was submitted to State Islamic Institute (IAIN) Kediri as a partial fulfillment of requirements for Sarjana Pendidikan (S.Pd.) degree. Additionally, sincerest gratitude and appreciation are expressed to everyone who contributed to and supported the writing process of this thesis, particularly:

1. Dr. Thoyyibah, M.Pd as the supervisor who consistently offers encouragement, extensive knowledge, motivation, and suggestions for completing this thesis.
2. Annisa Aulia Saharani, M.Pd as the supervisor who consistently offers encouragement, extensive knowledge, motivation, and suggestions for completing this thesis.
3. All the lectures in Faculty Tarbiyah and Teacher Training of State Islamic Institute of Kediri.
4. A Aslihan S.Pd, as the headmaster of MA Syekh Subakir Nglegok Blitar.
5. Siti Nur Zazilah, S.Pd, as the English teacher in MA Syekh Subakir Nglegok Blitar.
6. All the students of MA Syekh Subakir Nglegok Blitar, especially X MIPA.
7. Family, friends, and everyone who are always around to offer support, motivation, help, and prayers

Finally, while far from perfect, it is hoped that this study will provide benefits and increase knowledge for the readers. Therefore, criticism and suggestions would be gratefully accepted.

Wassalamu'alaikum wr.wb

**Kediri, 14 June 2024**  
**Dean, Faculty of Tarbiyah**

**Muhammad Hilmi Sholahudin**  
**NIM. 20202018**

## ABSTRACT

**Muhammad Hilmi Sholahudin.** (2024). *The Role of Teachers' Feedback in Writing Narrative Text at MA Syekh Subakir, Nglegok Blitar*. Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri, Advisor: (I) Dr. Toyyibah, M.Pd. (II) Annisa Aulia Saharani, M.Pd.

**Keywords:** *Teacher feedback, feedback strategy, student response, writing narrative text.*

In the process of students writing a narrative, guidance and feedback from the teacher are crucial to build a good piece of writing. The goal of feedback is not only to assess the extent of a student's ability in writing narrative texts. But also, to provide motivation for them to improve their narrative writing skills in the future. This study aimed to analyse the teachers' strategies in providing feedback, identify the impact of teachers' feedback, and explore student's response on their writing.

This research using descriptive qualitative method, the subject of this research was one teacher and tenth student of X-A of MA Syekh Subakir Nglegok Blitar. Data of this study was collected through observation, interviews, and documentation technique. To analyse the data, the researcher used Miles and Huberman theory, which includes data reduction, data display, and data conclusion.

From the analysis, the researcher found teacher practiced two strategies to provide feedback on students' writing, i.e., direct corrective feedback, and indirect corrective feedback. In implementing both strategies, teachers also often use technology as a support in providing feedback. Students' responses to corrective feedback from teachers vary and included: pay attention, accepting, being motivated, appreciating, and not following up. Last, the feedback provided by the teachers is considered effective as it can increase student awareness of error in their written text. Additionally, students become more confident due to the continuous improvement of their writing skill and are able to independently analyse their written text with increased language accuracy.



## TABLE OF CONTENT

ABSTRACT .....	2
INTRODUCTION .....	5
A. Background of The Study .....	5
B. Statement of The Problem.....	8
C. Purpose of The Study .....	8
D. Significance of The Study .....	9
E. Scope and Limitation .....	10
F. Definition of Key Terms .....	10
REVIEW OF RELATED LITERATURE .....	12
A. Writing .....	12
B. Feedback .....	15
C. Strategies Used by Teacher to Provide Effective Feedback .....	18
D. Narrative Text .....	19
E. Previous Studies .....	24
RESEARCH METHOD.....	27
A. Research Design.....	27
B. Setting and Subject of The Study.....	27
C. Data Collection.....	28
D. Research Instrument.....	28
E. Data Analysis .....	30
F. Triangulation .....	32
RESEARCH FINDINGS & DISCUSSION .....	34
A. Research Findings .....	34
B. Discussion .....	54
CONCLUSION AND SUGGESTION .....	60
A. Conclusion .....	60
B. Suggestion .....	61
REFERENCES.....	63
APPENDICES .....	66
A. Appendix 1, Research Instrument.....	66

B. Appendix 2. Teacher Interview Transcript .....	69
C. Appendix 3. Student Interview Transcript .....	72
D. Appendix 4. Observation Field Note .....	92
E. Appendix 5. Direct Corrective Feedback.....	97
F. Appendix 6. Indirect Corrective Feedback .....	102

## LIST OF TABLES & FIGURE

### A. TABLE

Table 3.1 Interview Question for Teacher Feedback

Table 3.2 Interview Question for Student Response

Table 3.3 Observation Sheet

### B. FIGURE

Figure 4.1 Teacher Direct Corrective Feedback on Students Writing

Figure 2. Teacher Indirect Corrective Feedback on Students Writing

Figure 4.3 Direct Corrective Feedback for Teacher

Figure 4.3 Direct Corrective Feedback for Teacher