

**THE USE OF TECHNOLOGY-MEDIATED TEACHER'S CORRECTIVE  
FEEDBACK IN TEACHING WRITING NARRATIVE TEXT**

**A RESEARCH PAPER**

Submitted to English Language Education Study Program of the Faculty of  
Language and Literature Education of Universitas Pendidikan Indonesia in Partial  
Fulfilment of the Requirements for *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF LANGUAGE AND LITERATURE EDUCATION**

**UNIVERSITAS PENDIDIKAN INDONESIA**

**2021**

Winy Mertapratwi, 2021

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**PAGE OF APPROVAL**

**“The Use of Technology-mediated Teacher’s Corrective Feedback in  
Teaching Writing Narrative Text”**

**A Research Paper**

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## STATEMENT OF AUTHORIZATION

I hereby certify that this research paper entitled “The use of technology-mediated teacher’s corrective feedback in teaching writing narrative text” and all the contents are truly my own work. I am fully aware that I have quoted many resources. All quotations and citations are properly acknowledged.

Bandung, November 2021

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## PREFACE

*Alhamdulillah Rabbil 'Aalamiin.* All praises and gratitude belong to Allah SWT who has given favors and opportunities for the writer in accomplishing this research paper.

This paper entitled “The use of technology-mediated teacher’s corrective feedback in teaching writing narrative text” is submitted in partial fulfillment of the requirements for *Sarjana Pendidikan* degree of English Language Education Study Program at Universitas Pendidikan Indonesia. It aims to identify whether the use of corrective feedback on the Kaizena application can improve students’ writing skills in narrative text. Hopefully, this paper can give contribution and benefit to the readers especially for the English teacher and future researchers who will conduct a similar field of study.

However, due to the lack of perfection in conducting the study and also in writing the paper, any constructive criticism and suggestions are definitely expected and highly appreciated for the improvement of the study in the future.

## ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Aalamiin. All praises and gratitude belong to Allah SWT, the most merciful who has been endlessly giving me favors, blessing, and strength in everything I do, including in accomplishing this study from the beginning until the end of writing this paper. Therefore, my pleasure is to express my sincere gratitude to many parties who have been helped me during conducting this study.

I would like to express my deepest gratitude to my supervisor, Ibu Rojab who has spent her valuable time giving me guidance, support, and encouragement throughout the time of conducting this study. I would also like to thank Ibu Dwi Endah, who allowed me to use her class for my research.

My deepest gratitude goes to my dearest parents, Ibu Yunita Rahmawati and Bapak Suryadi Mertaprawira, for their endless love, unflagging support, and continuous prayer throughout my life. I am eternally grateful for having you by my side. I would also like to thank sincerely my sister, my beloved family, and my best friends, Ayuni, Vina, Virgia, and Jube who have been giving me their unconditional love and joy throughout my studies in Bandung. My special thanks belong to Ali, the one who always supported and helped me, and was able to raise my motivation to finish this research.

Words could not express my whole gratitude towards all parties who have supported me to accomplish this study. Thank you for the prayer, support, and help. May Allah SWT bless all of you.

# THE USE OF TECHNOLOGY-MEDIATED TEACHER'S CORRECTIVE FEEDBACK IN TEACHING WRITING NARRATIVE TEXT

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## ABSTRACT

The advancement of writing applications allows teachers to give feedback through the application. The Kaizena application is a feedback application that used in this study. Therefore, the focus of this study is on identifying whether the use of corrective feedback on the Kaizena application can improve students' writing skills in narrative text. This study employed a qualitative descriptive study design at the tenth-grade students in one of the senior high schools in Indonesia. The data were collected through document analysis, questionnaire, and interview. Moreover, the findings of this study showed that the use of the Kaizena application showed a good result in students' final writings. Most of the students (23 students) showed an improvement in their writing, meanwhile, one student showed the same result, and one student showed no improvement. Additionally, students have positive perceptions toward the use of the Kaizena application to provide feedback. The result of the questionnaire and interview showed that teacher's corrective feedback is beneficial and helpful for students' writings. Besides that, students also believed that the Kaizena application is well-structured and organized because of its easiness of accessing the application, easiness of using the tools on the Kaizena application, and flexibility in accessing teacher's feedback.

**Keywords:** *Corrective feedback, Kaizena application, Narrative text, Students' perceptions, Technology-mediated feedback.*

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# **PENGGUNAAN UMPAN BALIK KOREKTIF GURU BERBASIS TEKNOLOGI DALAM PENGAJARAN MENULIS TEKS NARATIF**

**Winy Mertaprawati**

**1702016**

## **ABSTRAK**

Kemajuan aplikasi untuk menulis memungkinkan guru untuk memberikan umpan balik melalui aplikasi. Aplikasi Kaizena merupakan aplikasi feedback yang digunakan dalam penelitian ini. Oleh karena itu, fokus penelitian ini adalah untuk mengidentifikasi apakah penggunaan umpan balik korektif pada aplikasi Kaizena dapat meningkatkan keterampilan menulis siswa dalam teks naratif. Penelitian ini menggunakan desain penelitian deskriptif kualitatif pada siswa kelas X di salah satu SMA di Indonesia. Pengumpulan data dilakukan melalui analisis dokumen, kuesioner, dan wawancara. Selain itu, temuan penelitian ini menunjukkan bahwa penerapan aplikasi Kaizena menunjukkan hasil yang baik dalam penulisan tugas akhir siswa. Sebagian besar siswa (23 siswa) menunjukkan peningkatan dalam tulisan mereka, sementara satu siswa menunjukkan hasil yang sama, dan satu siswa tidak menunjukkan peningkatan. Selain itu, siswa memiliki persepsi positif terhadap penggunaan aplikasi Kaizena untuk memberikan umpan balik. Hasil angket dan wawancara menunjukkan bahwa umpan balik korektif guru bermanfaat dan membantu tulisan siswa. Selain itu, siswa juga percaya bahwa aplikasi Kaizena terstruktur dan terorganisir dengan baik karena kemudahan dalam mengakses aplikasi, kemudahan dalam menggunakan fitur-fitur pada aplikasi Kaizena, dan fleksibilitas dalam mengakses umpan balik guru.

**Kata Kunci:** *Umpan Balik Korektif, Aplikasi Kaizena, Teks Naratif, Persepsi Siswa, Umpan Balik Berbasis Teknologi.*

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