CHAPTER I
INTRODUCTION

This chapter provides some issues related to the present study. The first part begins with the background of the study that dominantly deals with issues for conducting this study.

1.1 Background of the Study

English is the medium for opening wide access to knowledge of education because it is increasingly used in several countries where English has no official status (Crystal, 2003). In Indonesia, English is taught as a foreign language (EFL), and the interest in its learning and teaching has been demonstrated at three levels of education, those are primary (Damayanti, 2014; Zein, 2016), secondary (Sukyadi, 2015; Sundayana, 2015; Widodo, 2016), and tertiary (Dewi, 2017; Riyanti, 2017). However, many students from all levels have difficulties with writing. Tangpermpoon (2008) reported that students consider writing to be the hardest skill because it requires L2 background knowledge regarding rhetorical organization, specific lexicon, and proper language. For instance, the students make linguistic or grammatical errors, such as incorrect article, punctuation, and subject-verb agreement, because they need to learn about the different uses of verbs in English that Indonesians do not have (Irmalia, 2016). Moreover, the mother tongue of Indonesian students negatively affects learners' acquisition of foreign languages (Budiharto, 2023). This is because sentences in languages in Indonesia have different grammatical structures from the English language, so learners have to put much effort into being familiar with English sentence structure to be able to use English in their lives.

Today, technology advancement is required in all fields, including education and teaching learning activities. In Kurikulum Merdeka, teachers and students need to be literate in using technology to improve the quality of learning inside and outside the classroom by utilizing it as a learning media. Many platforms as strategies used by Kemendikbud in facing challenges and education needs in the

digital era (Natalia et al., 2021); one of them is Platform Merdeka Mengajar (PMM). Moreover, the use of technology is believed to ease teachers in the process of teaching. By implementing the innovation of technology-based learning, classroom activities will be more engaging. Thus, technology digitalization in education is pivotal and should be prioritized to open wide creative spaces to students, build critical thinking, improve education quality, and ease the delivery of information (Syaputra et al., 2023)

Both cases of writing proficiency and technology advancement are crucial to be tackled to have more competencies for both students and teachers. In case of challenges in writing skills, most EFL students have difficulties in writing. Common grammar errors found are prepositions, articles, and past tense verbs (Bitchener et al., 2005; Ellis et al., 2008). Teachers play an essential role in helping students develop their writing skills and correct errors in their writing by actively providing feedback to them. In this research, the result will determine whether the students writing accuracy has improved because it is one of the supports for them to improve their writing skill.

According to several studies, feedback is an essential concept of language and teaching that helps students' learning and achievement. The importance of feedback is acknowledged in process-based classrooms, where it is a key element of the students' growing control over composing skills, and by genre-oriented teachers applying scaffolded techniques (Hyland & Hyland, 2006). Numerous studies showed feedback as a primary component for the development of second language (L2) writing skills, both for students' learning potential and motivation. In providing feedback, however, if the teachers apply it through traditional ways like marking the errors using pen, they will spend so much time (Keh, 1990). As this issue increased, Koll and Rietz (2016) found that there are numerous web-based platforms or media that can be used to provide feedback, which can increase students' motivation and support them in improving their scores.

Thus, this research is interested in the use of Showbie and Google Docs in teaching analytical exposition text. Showbie and Google Docs are e-learning platforms that have features, one of them is for feedback provision on students'

assignments. For that reason, the researcher wants to know whether the use of Showbie and Google Docs for providing feedback can improve student writing accuracy, the difference between the use of both media and also students' perceptions as the benchmarks to integrate Showbie or Google Docs in the teaching and learning activities.

1.2 Research Questions

This study seeks to answer the following questions:

1. How does the use of technology-mediated corrective feedback improve student writing accuracy?
2. Are there significant differences between the use of Showbie and Google Docs as technology-mediated corrective feedback media in improving student writing accuracy?
3. How do students perceive the use of Showbie and Google Docs as technology-mediated corrective feedback in improving student writing accuracy?

1.3 Aims of the Study

Based on the questions above, this study was intended to:

1. Identify whether the use of technology-mediated corrective feedback improves student writing accuracy.
2. Identify whether there are significant differences between the use of Showbie and Google Docs as technology-mediated corrective feedback media in improving student writing accuracy.
3. Identify students' perceptions toward Showbie and Google Docs in improving their writing accuracy.

1.4 Scope and Limitations of the study

This study identified the use of technology-mediated corrective feedback to the student writing in the eleventh grade of vocational school. Therefore, this

research only focuses on corrective feedback, Showbie, Google Docs, and students' perceptions. The participants in this study are 70 eleventh-grade students. In this research, the teacher provided indirect written corrective feedback using various feedback features to the result of students' writing through Showbie and Google Docs. Then, the students needed to revise it based on the feedback given and repost it on the submission page to investigate whether the use of Showbie and Google Docs could improve student writing accuracy and whether there were any significant differences between the use of both media. Moreover, the research site of this study was one of the vocational schools in Bandung. Therefore, the results might be different from those of other schools in Indonesia.

1.5 Significance of the Study

The results of this research are expected to be beneficial and provide critical insights as follows:

1) **Theoretically**

   The results of this study are expected to expand readers' knowledge concerning technology-mediated corrective feedback, particularly by using Showbie and Google Docs. Thus, teachers will be able to use the media to improve students' writing. Moreover, the results of this study will give a solution for providing online feedback that is easy to use, time-saving, and personalized with various features.

2) **For the English Teachers**

   The results of this study are expected to enable English Language teachers to reflect on students' perceptions toward the use of Showbie and Google Docs for their writing in analytical exposition text. Also, it will help teachers to know how corrective feedback is beneficial in helping students to write in English. Furthermore, the result of this study could be a reference for other teachers if they want to utilize the features of technology-mediated corrective feedback media in their teaching and learning activities, especially for writing classes.

3) For the Students

For the students involved in this study, the feedback that will be provided in Showbie and Google Docs is expected to help them reflect on what they need to improve in their writing. Moreover, this research will give the students more information about technology-mediated corrective feedback and its use so the students will know how to utilize those media for feedback provision and other features for learning activities.

1.6 Clarification of Key Terms

Some terms are used in this research and need to be clarified in the context of this study:

1) **Corrective Feedback** is a response to linguistic errors made in students' writing (Bitchener and Ferris, 2012), and it can be provided by teachers, computers, or peers in the classroom.

2) **Teacher Written Corrective Feedback** is the feedback of language acquisition given by teachers to make students revise errors accurately in their writing (Bitchener & Ferris, 2012). Research by Bitchener, Young, and Cameron (2005) investigated the efficacy of different types of feedback on student writing accuracy, one of which was written corrective feedback provided by the teacher.

3) **Technology-mediated Corrective Feedback** is an integration of technology in corrective feedback provision to help learners notice the errors in their L2 production and consequently facilitate L2 development, something that cannot be easily reached in the conventional language classroom (Heift & Nguyen, 2021).

4) **Student writing**. Student writing means a text of expression of thought (Moffet, 1979) that is written by the students as the assignment. In this study, the writing assignment will be an analytical exposition text.

5) **Showbie** is a hybrid learning platform that manages classroom workflow and delivers personalized feedback to students of all learning abilities on any device (Bramm, 2012).

6) **Google Docs** is a web-based word processor that allows students to work with teachers and classmates online and receive feedback through virtual comments. (Semeraro & Moore, 2017).