CHAPTER I

INTRODUCTION

A general description of the study is presented in this chapter. The chapter is started with the background of the study on annotation feedback using Edmodo. Later in this chapter, the research questions related to what the thesis attempts to answer are also presented. Furthermore, the purposes of the study and the significance of the study to the field of theory and practice are also explained along with the scope of the study, clarification terms used in the study and organization of the thesis.

1.1. Background

In recent years, internet has been an inseparable part of many people's lives. It is used in many different ways; as means of communication, trading and other countless possibilities of its functions. By looking at the wide use of internet, some teachers use the internet as media of their teaching. Among many on line sources of teaching and learning, Edmodo is one of the sites that provides a unique service to create an online environment for teachers and students to stay connected in an educational setting. This site is indeed largely used for educational purposes (Stroud, 2010, 2).

Edmodo has a function as a learning supporting media or as a creative technique to involve the students in collaborative learning. Edmodo provides a way for teachers and students to keep connected with other teachers and students online so that they can discuss assignments or lessons together. Edmodo can give teachers and students a secured channel in an online academic environment where they can share ideas, files, and others anywhere using their mobile phones or computers (Stroud, 2010 & Buescher, 2010).

As an internet based media, Edmodo enables teachers and students to discuss a subject without time or place boundaries. It can be a handful media for teaching writing since the time allotted in formal meeting is limited. Through Edmodo, teachers will be able to monitor the progress of students' writing and they can also provide feedback to the students (Stroud, 2010 & Buescher, 2010).

Feedback itself is indeed necessary in teaching writing so that students can learn from their mistakes in the writings. This thesis narrows the feedback into the annotation feedback. Annotation is written words and visual symbols such as underlining, circling words and phrases, highlighting passages, drawing arrows to link related points, and using question marks to draw attention to the assignment's confusion or strengths (Diyanni, 2002). The annotation is one of the models used to give feedback. The annotation feedback is basically a model used to deliver an indirect corrective feedback to students' writing. In this case, indirect corrective feedback involves an indication that an error made students by without actually correcting it. (Ellis, 2008, p.100). This type of feedback, in fact, can be found as one of the features in Edmodo.

Based on the theoretical background that feedback can be one useful method for teachers in teaching writing, the writer is interested in finding out the effectiveness of annotation feedback in improving the students' writings. Furthermore, based on the fact that the study on social media for teaching and learning process, especially Edmodo, has not been well researched in Indonesia, the writer narrows down the study on the use of annotation feedback in Edmodo. Thus, the focus of this study is the effectiveness of annotation feedbacks in Edmodo in improving students' writings.

1.2. Research questions

The study was intended to answer two following research questions:

1. To what extent does the use of annotation feedbacks in Edmodo affect the students' text?
2. What are the students' attitudes toward the use of annotation features in Edmodo for feedback?

1.3. Purposes of the study

Based on the research questions, the purposes of this study are:

1. To find out to what extent the students' improvement can be achieved through the utilization of annotation feedback in Edmodo for their procedure text.
2. To investigate students' attitudes toward the use of Edmodo in learning process.

1.4. Significance of study

The significance of the study falls on two aspects of contributions. The first contribution is a theoretical contribution to research in annotation feedback using Edmodo for improving students' ability in writing procedure text. The second one is a practical contribution for the practice of teaching and learning in Indonesia.

Theoretically, this study provides some information on the use of annotation feedback for students' writing through social media. In this study, the annotation feedback is utilized through a social media named Edmodo. To date, few studies have been conducted to investigate the effect of Edmodo to support teaching and learning process, especially in the context of English for Specific Purposes. Therefore, this study attempts to investigate the effectiveness of feedbacks given through Edmodo to improve students' writing.

Practically, this study persuades teachers to understand that online learning through Edmodo emerges as an alternative way in teaching and learning process. The variations of interesting features in Edmodo are suitable for educational process. Moreover, Edmodo is a free of charge and is an advertisement-free website that gives convenience for its users. Thus, it is hoped that this study can provoke more teachers and students to use Edmodo in their teaching and learning activities.

In relation to students' writing activities, this study will be helpful to the academy in a way that it will provide an alternative method of giving annotation feedbacks. Annotation feedbacks intended to correct students' writing can be facilitated by Edmodo which can be easily accessed by both teachers and students.

1.5. Scope of the study

This study is limited to the investigation of the use of online feedbacks through Edmodo in improving the students' ability in writing procedure text. The students who are involved in the study are the first year students of one of the colleges in Bandung, West Java.

1.6. Definition of key terms

Annotation is written words, and visual symbols such as underlining, circling words and phrases, highlighting passages, drawing arrows to link related points, and using question marks to draw attention to the assignment's confusion or strengths (Diyanni, 2002).

Edmodo is a social media platform for those who are interested in online education, including teachers, students, and parents. In this study, Edmodo (*www.edmodo.com*)

is a web dedicated to education in every grade: kindergarten, elementary, high school, and also higher education.

1.7 The Organization of the Thesis

This thesis consists of five chapters. The first chapter is introduction highlighting the basic description of this study. The second chapter deals with the theoretical framework consisting of theories and references underlying this study. The third chapter describes the methodology that is used to conduct this research. Furthermore, the fourth chapter elaborates research findings and their discussion. Finally, the fifth chapter summarizes the findings and outlines some suggestions for other researchers who are interested in conducting investigations on similar topic to this study.