TEACHERS' ONLINE WRITTEN FEEDBACK ON STUDENTS' WRITING:

A CASE OF TWO EFL SECONDARY CLASSROOMS IN WEST JAVA

A Research Paper

Submitted to the English Language Education Study Program in Partial Fulfillment of the Requirements for *Sarjana Pendidikan* Degree

by

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i

STATEMENT OF AUTHORIZATION

I hereby declare that this paper entitled "Teachers' Online Written Feedback on Students' Writing: A Case of Two EFL Secondary Clasrooms in West Java" submitted as requirements of a bachelor degree, is my own work. I am fully aware that I have cited and quoted several statements and ideas from numerous sources. All of the statements and ideas from other sources are properly cited.

Bandung, August 2022

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ii

PREFACE

All praise to Allah SWT for his grace and blessing who has given the opportunity to the writer to complete this undergraduate thesis entitled "Teachers' Online Written Feedback: A Case of Two EFL Secondary Classrooms in West Java". My prayer goes to the prophet Muhammad SAW for the most wonderful creation in this world. This study is submitted as a partial fulfillment of the requirements for *Sarjana Pendidikan* Degree of English Language Education Study Program, Faculty of Language and Literature Education in Universitas Pendidikan Indonesia.

This study aimed to investigate the implementation and the challenges of teachers' online written feedback. I do hope the findings of this study could give benefits to English language teaching field and contribute for further research regarding online written feedback. I also hope that this study can provide insightful knowledge to the readers. Nevertheless, I am aware that this study still lacks in some aspects. Therefore, any criticism and recommendations will be appreciated.

Bandung, August 2022

Natasya Senella Zidane

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iv

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v

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ABSTRACT

The teaching and learning process has been conducted in a form of online learning because of the impact of Covid-19. This phenomenon was inevitable concerning the learning process still has to be done including the written feedback implementation. This study aims to investigate the online written feedback employed by the teachers and the challenges they faced during the implementation. A case study of two teachers from different levels of high schools in West Java, Indonesia was explored. The online learning observation, interview, and document were analyzed by adapting thematic analysis from Braun and Clarke (2006). The findings of this study revealed two themes related to the aims of this study, such as (1) teachers' online written feedback delivery, and (2) their challenges in online written feedback. This study found that the written feedback types, the online learning platforms used to promote written feedback, the assessment indicator used, and the instruction given are included in the process of delivering online written feedback. These aspects influence students' responses. Thus, the challenges that teachers faced in this study were possibly caused by several issues such as the teachers' time limitation in online learning, connection issue, and non-responsive students. Along with that, this study also identified how teachers coped with those challenges. Even though not all students show a good response, in conclusion, teachers' online written feedback can enhance students' work better, especially in writing competence. Whether to be revised to or not, the teachers believed at least the students read the feedback.

Keywords: teachers' online written feedback, a case study, challenges, students' writing, EFL secondary classrooms

TABLE OF CONTENTS

Natasya Senella Zidane, 2022
TEACHERS' ONLINE WRITTEN FEEDBACK ON STUDENTS' WRITING: A CASE OF TWO EFL
SECONDARY CLASSROOMS IN WEST JAVA
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

viii

LIST OF FIGURES

LIST OF TABLES

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Natasya Senella Zidane, 2022
TEACHERS' ONLINE WRITTEN FEEDBACK ON STUDENTS' WRITING: A CASE OF TWO EFL SECONDARY CLASSROOMS
Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

62

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