CHAPTER I

INTRODUCTION

This chapter describes a brief explanation of the study regarding background of the study, research questions, aims of the study, significance of the study, scope of the study, clarification of related terms, and the concluding remarks.

1.1 Background of The Study

Teaching English to EFL (English as A Foreign Learner) has become an important issue in the field of writing activity. As foreign learners, students in Indonesia use their mother tongue to communicate with others. Students, however, still have difficulties expressing their ideas in a form of English language both in spoken and written contexts. While referring to Standard of Competence and Basic Competence, being able to communicate in spoken and written context is the goal of the teaching and learning process. Harmer (2007) claimed that among the four English skills, writing has become attention in the teaching and learning process since many students taught it is the hardest skill to be learned. Afterward, writing contains a long process of thinking, drafting, editing, and revising. With a long process of writing, both teachers and students have to put extra effort while doing it. Brown (2001) also stated that people tend to listen and speak first rather than read and write. In order to assist students' writing, teachers' written feedback can make students less anxious about their writing results. At the same time, the teachers probably find out whether the teaching process is successful or not.

Most students believed that teachers who have experience in giving feedback in many ways could benefit students by entrusting their work to their teacher. It is considered that the output of feedback is more qualified and reliable. According to Ferris (1997, as cited in Sharif & Zainuddin, 2017, p.205), the most popular type of feedback among teachers is written feedback because it is valued and preferred by students by allowing multiple reconsiderations because of the feedback content

permanency. Feedback refers to the information in the form of short or long comments toward students' work that gives specific points to improve or help their learning. According to Ruegg (2015), students paid more attention to teachers' feedback rather than other feedback providers because teachers tend to evaluate students' work by checking each piece along with the advice. By positioning the teachers as a reader and an evaluator, it could engage students' awareness of how writing tasks are processed.

Due to the process of writing in Senior High School which involves many kinds of text types such as recount, report, narrative, and exposition text (Permendikbud No. 37, 2018), teachers' written feedback is considered as the most important step to reach the goal of students' product. By doing feedback, the teachers mostly focus on language errors in students' work. It can be delivered by underlining each word or commenting on the errors. Therefore, the process of delivering written feedback usually cannot be done in a short time or in one class meeting. This allows teachers' written feedback conducted in online learning gave benefits to the teachers and students since it helps them to communicate and interact outside the class meeting (Vadia & Ciptaningrum, 2020). Because teachers' online written feedback also can enhance students' interest in writing.

Thus, mismatches in teachers' written feedback are often found on how the teachers give feedback to students. Sharif and Zainuddin (2017) also mentioned that it requires an expert teacher or at least an experienced teacher who is able to adapt various strategies to scaffold students' learning, including feedback. As the teachers give students some feedback from their works, it also helps teachers to handle students' inadequacies in other forms (Song et al., 2017). On the other hand, some teachers from the previous studies assume that it is a challenging and demanding task for them in the written feedback process. Due to the pandemic Covid-19 in Indonesia, the government has issued the regulation on the teaching and learning process whereas it is supposed to be in the face-to-face class becoming online learning. Regarding this issue, the teachers need to manage both content and how feedback is delivered in order to

improve teachers' awareness of giving feedback, especially in this situation where the learning activities are designed in an online setting.

Many scholars have found that teachers' written feedback is beneficial to assist students' writing in the classroom. However, this issue has not been investigated further in the field of online learning on how it is implemented. With many studies including written feedback, this study has identified the teachers' online written feedback towards students' writing. A deep research regarding how written feedback is employed by the teachers on students' writing in online learning and their challenges in delivering online written feedback were investigated and discussed in this study.

1.2 Research Questions

This study was conducted to answer the research questions and the research questions are as follows:

1. How is the written feedback employed by the teachers in online learning improve students' writing skills?
2. What are the teachers' challenges in delivering feedback in online learning?

1.3 Aims of the Study

Based on the research questions above, the objective that had been achieved in this study are:

1. To investigate how the teachers employed written feedback in online learning toward EFL students' writing
2. To investigate teachers' challenges in delivering online written feedback

1.4 Scope of the Study

This study focused on the written feedback that was integrated by English language teachers into online learning as a method to assist students' writing. The participants were two English teachers from different schools. Hence, with some documents supported relating to the online written feedback, this study investigated in which way the teachers delivered online written feedback and the challenges faced as well. This study involved a classroom observation by collecting students'

written works and interviews with the teachers. The material taken was based on students' writing which was from report text.

1.5 Significance of the Study

The findings of this study are expected to be beneficial for some aspects, such as theoretical, practical, and professional advantages as elaborated below.

Theoretically, this study is trusted to have some significance, such as can enrich the literature regarding the teachers' online written feedback on students' writing based on teachers' perceptions.

Practically, this study is believed to be beneficial for English language teachers who use online written feedback to assist students' writing. By referring to teachers' perception towards the use of online written feedback, the teachers who would like to employ online written feedback in consideration to use it in the teaching and learning activity can optimize by looking up several things that can be improved from the online written feedback implementations and challenges before surely adapting it to the class based on teachers' perception.

Professionally, this study is also expected to be useful for teachers to be aware of how implementing online written feedback to assist students' writing.

1.6 Clarification of Related Terms

The key terms below are often used in this study. In order to prevent the misconception and misunderstanding, here are some terms used in this study:

- **Teachers' online written feedback**

    In the advent of technology, teachers' written feedback also could deliver in online learning. The use of teachers' written feedback in face-to-face learning or online learning has the same dynamic process of preserving the interaction between teachers and students. Its purpose is to assist students' writing better in a form of short or long comments, corrections, or compliments on students' works.

- **Categories of feedback**

    The implementation of feedback comes from several categories. The feedback categories are distributed on focused and unfocused feedback (Ferris, 2001), direct and indirect feedback (Ferris, 2011), and delayed and immediate feedback (Quinn, 2014) Therefore, this study investigates in which way the teachers employ written feedback to specify particular errors or mistakes from students' work whether based on the directness, time, and focus that the teachers used.

- **Writing skills in online context**

    The use of online written feedback helps students to enhance their writing skills. Writing skills are recognized by several components, such as content, form, grammar, vocabulary, and mechanics Haris (1969). In this study, the written works in the assignment given by the teachers to the students that relate to report text indicate those components to be revised as in the feedback given.

- **Online learning**

    Due to the Covid-19 outbreak in Indonesia, all schools' activities are implemented from home. In this study, online learning refers to the implementation of online learning activities, especially the process of online written feedback, as an interaction for both teacher and students.

1.7 Organization of The Paper

This study consisted of five chapters and each chapter has its sub-chapters that have the capacity to explain the contents in detail regarding the chapter. This study is organized as follows:

Chapter I is Introduction. This chapter contains background of the study, the research questions, aims of the study, significance of the study, the scope of the study, the clarification of key terms, the organization of the paper, and the concluding remarks.

Chapter II is Literature Review. This chapter presents the foundation of theories that are relevant to the topic of the study. It contains several studies related to Teachers' Written Feedback within Online Learning, Categories of Teachers' Online Written Feedback, and Writing Skills in Online Context. Moreover, this chapter provides some previous studies and the concluding remarks as well.

Chapter III is Research Methodology. This chapter describes the procedures of the research which are used in this study to conduct the whole research. It includes research design, site and participants, data collection, data collecting procedures, data analysis, and concluding remarks.

Chapter IV is Results and Discussion. This chapter contains the analysis of the data provided, the interpretation of the data, and further elaboration from the interpretation of the data.

Chapter V is Conclusion. This chapter contains the conclusion and suggestions for further research relating to this study. This chapter also includes the limitations of the study.

1.8 Concluding Remarks

This chapter has elaborated on the introduction of the study entitled 'Teachers' Online Writing Feedback on Students' Writing: A Case of an EFL Secondary Class'. Thus, this study had conducted to investigate how the teachers employ written feedback that can improve EFL students' writing skills in online learning and the teachers' perspectives on the challenges they faced.