CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, aims of the study, scope and limitations of the study, significance of the study, and clarification of terms.

1.1 Background of The Study

Giving feedback on the students' works is considered to be important. Besides taking part as an appreciation of students' work, feedback can also function to correct students' mistakes in order to improve their ability in doing the task. As stated by Burke and Pieterick (2010), giving feedback is more than a grading and assessing process. Alongside with this statement, feedback itself can be considered as a central factor within the learning process (Nicol and Macfarlane-Dick, 2006, as cited in Agius & Wilkinson, 2014: 552). The UK Quality Assurance Agency for Higher Education also emphasized that feedback is useful not only for the students but also for the teachers since it can be used to review how valuable the teaching quality is (QAA, 2008). In the educational setting itself, teachers' feedback is mostly delivered in both written and oral (spoken) forms.

However, at the end session of the learning, teachers sometimes do not provide clear feedback and prefer to directly serve the grade in a form of numbers. As explained further by Montgomery and Baker (2007), most teachers realize the students' needs for the feedback but they may not be fully aware of how much feedback they should give and in what kind of aspects (i.e., grammar, spelling, punctuation, content, organization, ideas). This could be the reason why the teachers mark their students' writing with numbers directly without leaving any explanation as they expect the students to understand their mistakes by themselves.

Another reason following this issue was the pandemic which has spread in Indonesia since 2020. The pandemic situation resulted in changes in every aspect of people's life, including education. The way how teachers delivered the learning materials to their students was required to be changed from offline mode into online mode, following the Circular Letter Number 15 of 2020 regarding Guidelines for Organizing Learning from Home during the Emergency Time due to the Spread of the CoronaVirus Disease (COVID-19) released by the government. This new rule required that the teachers and students did not meet directly in the classroom and the teaching and learning process should be carried out with the help of

technology. With this change, besides the way of how teachers delivered the learning materials to their students, the methods teachers used in giving and checking their students' assignments changed as well. Reflecting on this condition, the study was needed to observe the issues further.

Several previous studies have been conducted in order to overcome the issue of how teachers adapted the feedback process in their process of checking the students' assignments, such as Ferris (2006), Irwin (2018), and Nisa (2016). Most studies mentioned revealed that in responding to students' writing assignments, teachers might use several types of written feedback, including form-based feedback, content-based feedback, or integrative feedback (Park, 2006) and decide to give the feedback in a form of direct feedback or indirect feedback (Irwin, 2018).

However, there was not much research that aimed to investigate the implication of feedback used by teachers in Indonesian context, especially after the teaching and learning process changed because of the pandemic. There was also not much research aimed to investigate the use of LMS in supporting the feedback process. That was why this study became important to be conducted to fill the gap in figuring out methods and types used by English teachers in providing the feedback to the students' writing assignment using Google Classroom as LMS.

1.2 Research Questions

Regarding the issues mentioned earlier, the study addressed these following questions.

1. How does the English teacher provide written feedback on their students' writing assignment through Google Classroom as LMS?
2. What types of written feedback does the teacher give on the students' writing?

1.3 Aims of The Study

Following the research questions mentioned earlier, this study aimed to investigate how the English teacher provided written feedback on the students' writing assignment through Google Classroom as LMS and to figure out the types of written feedback mostly used by the teacher in valuing the students' writing.

1.4 Scope and Limitations of The Study

Since there are four main skills in mastering English including reading, writing, listening, and speaking, this study limited its scope in writing skills, which indicates that this study focused on analyzing students' writing assignment only. This study focused on how the English teacher provided written feedback on their students' writing assignment through Google Classroom and the types of written feedback mostly used by the teacher in providing the feedback. The timeline for this study was four months.

This study was conducted during the pandemic where the duration of the learning in the class was cut shorter. The class went for 50 minutes on each subject and with two or three meetings to discuss one topic. Additionally, the students were required to write the final draft directly without creating several drafts first. This condition led to the writing and feedback process becoming ineffective and it was hard to conclude whether the feedback was helpful in improving the students' writing skill or not since there were no drafts to be compared. Based on these situations, the results of this study might be incomprehensive.

1.5 Significance of The Study

The results of this study were expected to draw the relevant situation of how the feedback is being implemented by teachers in their teaching process, especially during the pandemic. The results of the study hopefully would be useful for the practical aspects as the additional references for researchers or the guidance in conducting any further research which is relevant to the topic.

1.6 Clarification of Terms

In this study, there were some terms that were mentioned in the discussion often which can be seen as follows.

1. Feedback was defined as positive written comments left by the teachers to provide information on how far their writing is being understood by the readers which the students can adapt the feedback to revise their writing later on (Burke and Pieterick, 2010). In this study, feedback is defined as information provided by a more knowledgeable person (teacher) towards someone's output or understanding (students' writing), which helps the students to revise their writings to be better.

2. Written feedback as one of the feedback types could be defined as comments or suggestions written by teachers on the students' writing assignments (Brookhart, 2008).

In this study, written feedback is defined as any positive comments, questions, or corrections provided by the teacher to highlight the students' works in order to make them aware of their writing and understand which parts are good and which ones need to be revised.

3. Recount text could be defined as a text that aims to entertain the readers through retelling past experience (Gerot & Wignel, 1994, as cited in Harris, Ansyar, & Radjab, 2014). In this study, recount text is defined as a text which functions to retell experiences that happened in the past and aims to entertain the readers.

4. LMS was defined as a software system created to provide platforms for students to learn the learning materials and to do the tasks which were shared online (Recesso, 2001). In this study, LMS is defined as a software system that functions to provide several platforms and easiness for teachers and students in learning without considering the different places and times.