

**Using LMS Support: An Investigation of Teacher's Written Feedback through Google
Classroom**

A Research Paper

Submitted to English Language Education Study Program as Partial Fulfilment of the
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PAGE OF APPROVAL

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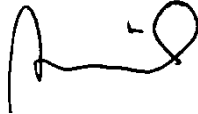
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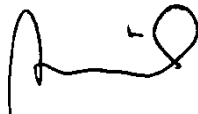
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STATEMENT OF AUTHORIZATION

I declare that this paper entitled “Using LMS Support: An Investigation of Teachers’ Written Feedback through Google Classroom” is completely my original work. I am fully aware that I have cited and quoted several ideas, opinions, and statements from other resources as my references in completing this paper.

Bandung, November 2022

A handwritten signature in black ink, appearing to read 'Rika Astini', with a long horizontal stroke extending to the right.

Rika Astini

PREFACE

Bismillahirrahmanirrahim,

Alhamdulillah, Praise by Allah SWT, God of this world, who allowed me to complete this research paper entitled “Using LMS Support: An Investigation of Teachers’ Written Feedback through Google Classroom”. This paper aims to investigate the English teacher’s method in providing written feedback on the students’ writing assignment through Google Classroom as LMS and types of written feedback mostly used by the teacher in valuing the students’ writing.

Every effort has been made in the process of completing this research paper. However, I am aware that this research paper is not perfect. Therefore, I expect constructive criticism and suggestions to improve my ability in conducting any research in the future. I hope that this research paper will be useful for the readers, especially for those who have interest in conducting research for discussing similar issues.

Bandung, November 2022



Rika Astini

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Praise by Allah SWT, God of this world, the Most Gracious and the Most Merciful, for the strength and blessing so I could finish this research paper. On this occasion, I would like to express my sincere gratitude to my supervisors, Prof. Hj. Emi Emilia, M.Ed., Ph.D. and Nicke Yunita Moecharam, M.A, because without their help, guidance, encouragement, and constructive feedback, I would never be able to complete this research paper.

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My special thanks belong to Allen who has stayed by my side since day one and never leaves me during my ups and downs. Thank you for your gentle words and unconditional love so I can survive all the hardships I experienced. Thank you for listening to all of my complaints and for giving me so much happiness whenever I am exhausted. Thank you for believing that I can do this.

Bandung, November 2022



Rika Astini

Using LMS Support: An Investigation of Teacher's Written Feedback through Google Classroom

ABSTRACT

This study aimed to investigate how an English teacher gave written feedback to the students' writing assignment through Google Classroom and types of written feedback the teacher used. This study used a case study design and the data were collected through classroom observations, text analysis, and interviews with the teacher and students. This study involved an English teacher and three students from one particular junior high school in Bandung as its research participants. This study used rubrics based on Ferris (2006) and Irwin (2018) regarding strategies in providing feedback and categories of teachers' written feedback to analyze the data. The findings of this study revealed that the teacher mostly used direct written feedback in valuing her students' writing assignment. Additionally, the findings also revealed that the feedback could lead the students to produce better writing as long as the feedback was provided regularly and the students showed positive responses toward the feedback. The findings of this study also indicated some challenges faced by the teacher in providing effective feedback. It is recommended for teachers to pay attention to several aspects in order to provide feedback on the students' writing assignment better. In addition, it is also recommended that further research be conducted in order to investigate the similar issues in the future.

Keywords: feedback; Google Classroom; LMS; writing assignment; written feedback

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