

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

To improve students' writing skills, feedback is needed for students to reduce their writing errors. Because writing is considered the most complex skill that should be mastered by English students, students need to get more feedback and opportunities for revision before submitting their work. (Mayukha, 2018, p. 24) stated writing feedback will be very important because it can encourage students to do so paying attention to their writing weaknesses and helping them to improve their writing strengths. For example, this helps students reflect on their writing skills including their ability to engage in brainstorming, topic development, sentence construction, and paragraph development. In addition, feedback has long been considered important for the development of students' writing skills, for students' motivation, and for learning potential (Hyland, 2006, p.77).

In achieving learning goals of feedback for students have a vital role in the class specifically in writing class. Regarding of giving feedback to students in class there are some terms for improving quality of student work on teaching learning process such as make students understand what good performance or goal means, simplifies the improvement process of self-assessment or reflections in learning, inspiring positive motivational beliefs, etc. These of terms can guide the lecturer for giving feedback valuable and effective to the students. Furthermore, giving feedback and substantial

comments on paper to give readers the reaction of students' efforts, to help them improve as writers, and to justify the value they have been given (Hyland, 2003, p.2).

As Allah the Almighty stated in the Al-Qurán surah An-Nahl (16):125 about learning methods and regarding the providing of feedback:

أَدْخِ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدْ لَهُم بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ  
عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

In this verse, Allah the Almighty stated regarding the obligation of good study have some methods, as well as in providing feedback, advice, and direction to students in a lesson. Giving advice or feedback in a good way, will facilitate students to achieve the objectives of the learning itself.

A new dimension in teaching and learning process through the incorporation of technology through e-learning. The increasing technological superiority has given rise to new ways for writing teachers to provide feedback electronically in online class. The using technology to provide feedback to students through online class lecturers can maximize applications that support the process of teaching and learning. Considering, effective feedback, both electronic and personal, is a valuable component of curriculum and teaching in higher education. (Price et al., 2010, p. 278). This can be broadly defined as information given to a student by lecturer or teacher who shows students their level of performance on an assignment (Shute, 2008, p. 154).

Some studies on the practice of feedback in online class have been conducted in EFL context. One of them is a study by (Xiaoling, 2018 p. 740) which the findings

showed that online feedback has effect on students' revision in writing, students can read the feedback points carefully, and incorporate them into their revision writing, leading to successful revisions and different kinds of revisions. This previous study researched the same area with the present study, but the present study is somewhat different from this previous study. While they applied quantitative method using SPSS, the researcher will apply qualitative method. Besides, the researcher will focus with the practice of feedback in online class at university level.

In a previous study of (Ali,2016,p. 119), this study showed the students demonstrated a positive attitude towards feedback and perceived it to be succinct, unambiguous, personal, feed forward, and motivating. This research explores areas of strengths and weaknesses of using screen casting in giving formative assessment on short essays as perceived by a sample of EFL students in Egyptian context. While in present of study explores the practice of feedback in online class provided student needs and feedback given by the lecture impact the quality of students' writing in the online class.

Additionally, (Elshaer et al, p. 14, 2019) found out that students' preferences for feedback are likely to be a complex interaction of their experience, the kind of assessment they are completing and the way that assessment is staged as part of the learning experience, and so smaller scale research with comparison between two disciplines using similar assessment submissions may provide further data to reflect on. Students preferred emails as their main source of feedback across all clusters. This is particularly interesting as institutions are moving away from sending individual

emails to students and increasingly adopting technologies for online submission, e-marking and electronic feedback. This is to ensure that they value more their feedback experience and that it is more useful for their progression and attainment.

In teaching and learning process of the Paragraph Writing class in the English Education Department at Antasari State Islamic University Banjarmasin was carried out in online, caused by the virus pandemic “Covid-19” that has spread and has an impact on the world of education where the teaching and learning process is carried out online to avoid the spread of the virus.

In this online class the lecturer used LMS (Learning Management System), Zoom application, and WhatApps to teach the students. Learning materials, assignments, and feedback provided online by the lecturer. The lecturer provides feedback to the students using LMS Application and sometimes using Zoom application. Furthermore, from the students, the researcher found that some students explain that Paragraph Writing subjects according to them are quite challenging, plus learning is done in online classes which makes them more challenging.

Based on the case above, the researcher found out there are three gaps. First, the situation of education which changed because the teaching and learning process which should be done face-to-face into an online class, the researcher saw a gap between face-to-face and online class activities. Namely, the activities in providing feedback to the students during the teaching and learning process in the online class. This, activities certainly different from the teaching and learning process at of face-to-face. Second, students in the paragraph writing class who got more challenges,

regarding learning activities because learning activities are carried out in online classes, they have to process and understand the learning material and the feedback given by the lecturer only through virtual activities. Thus, the researcher saw a gap about how students impacted by the feedback given in online classes which is certainly different from learning activities at face-to-face. Third, the researcher saw a gap in the previous study that the privilege of study discussed a lot about the use of learning media to provide feedback in online classes and explores students' perspectives on the effectiveness of feedback on student learning revisions. However, little has been discussed about the extent to which feedback in the online class meets the needs of students in learning and described how students are affected by the feedback while in online classes.

From this, the researcher can conclude that there are gaps that need to be closed, they are situation of education in providing feedback has changed from face to face into online classes, students' problems in understanding and being affected by feedback in online classes at paragraph writing course, and from previous study regarding feedback in online classes. All in all, the researcher is interested in conducting study in paragraph writing class at Antasari State Islamic University Banjarmasin that focuses on "The Practice of Feedback in Online Class at University Level" by exploring and describing to the extents practice of feedback meets with student needs in online class and how the practice of feedback impacts the quality of students' writing performance in online class. Besides, the reason why researcher choose the university level because the subject of learning at this level is specific and more focused. Then,

this subject requires continuous feedback from the lecturers for students to reduce learning gap and improve the quality of their performance in online class.

### **B. Research Questions**

Based on the background of the study, the researcher aims to find out:

1. What extent the practice of feedback meets with students' needs in online class?
2. How does the practice of feedback impact the quality of students' writing performance in the online class?

### **C. Objective of Study**

Based on the aim formulation questions above, the objective of this research are:

1. To explore the extent practice of feedback meets student needs in online class.
2. To describe how the practice of feedback impact the qualities of students' writing performance in the online class.

### **D. Significant of Study**

The significance of the study will give some beneficial inputs theoretically and practically, they are:

#### **a. Theoretical**

1. The finding of this research will give information on the implementation of the practice of feedback in an online class by the student. This contribution will ultimately provide useful insights and references for the

development of feedback in online classes into student learning tools in the English teaching and learning process.

2. The finding of this research is expected to be a source for the next researcher who wants to research the practice of feedback in online class. Hopefully, this research could give good information and reference for future research.

b. Practical

1. For students

This research is considering be a benefit for students to know insight into the extent to feedback in online class impact the quality of writing. It will be good for students to know how important feedback from the lecturers.

2. For the lecturer/ teacher

It can make this research orientation in addition to teach the students more effective in giving feedback in online class. The lecturer/teacher can get an insight on the importance of feedback in teaching and learning, it will be essential information for the sake of better practicing as well as giving feedback in online class.

### **E. Definition of Key Terms**

To avoid misunderstanding in this study, the researcher gives some definitions of key terms that are important to understand as follows:

1. The Practice of Feedback

It refers to the activity of the lecturer to student given evaluation, explanation of topic materials and assignment, suggestion, advice, or criticism in the teaching and learning process. The feedback specifically focuses on the student in the Paragraph Writing class.

2. Online Class

It refers to the teaching and learning process on the Paragraph Writing class in the English Education Department of Antasari State Islamic University Banjarmasin, the activity in this class was carried out with online class, the lecturer used LMS (Learning Management System), WhatApps, and Zoom application to teach the students.