

CHAPTER I

INTRODUCTION

A. Background of Study

Technological developments had a lot of influence on our life, which one of them is education with the use of online learning in learning activities at schools and universities, using this concept. The development of information technology and the demands of globalization of education and distance learning, various concepts have been developed to replace traditional learning methods, one of which is the concept of online learning. Online learning can be used as an alternative to problems in the field of education, either as an addition, complement or substitute for existing learning activities. Due to the COVID-19 pandemic, which requires all learning activities to be carried out at home to prevent the spread of the virus from spreading further, the online learning concept has also been implemented in worldwide.

In the learning process, There is nothing has changed between traditional learning and online learning, the only difference between traditional learning is carried out face-to-face in the classroom, while online learning is carried out in distance learning. Online interactive tools such as emails and online chats provide very practical ways of communication these days (Dekhinet, 2008). During the pandemic, e-

learning is often carried out through several applications such as WhatsApp, Zoom, and Gmeet. Some of these applications are often used by teachers so that they can carry out learning properly like traditional learning processes.

In education, there are several terms that need to be known and there are often a synonym of meaning for this term, the term are a test, measurement, assessment, and evaluation, whereas the four terms have different meanings and these four terms are related to each other and teachers also need to know the difference between the four terms.

In the learning process, the test is always given by the teacher after the teacher has finished explaining the material to the students. The test is a method to determine the ability of students to explain certain tasks or demonstrate mastery of a knowledge that students have learned, the task can be in the form of multiple choice questions or memorizing depending on the type of test that will be given by the teacher to their students (Haryanto, 2020).

After the test has been carried out, the teacher can proceed to the measurement process, based on my understanding the measurement is the process of giving a score to students based on their test. The test is used to collect information, and the information is presented in the form of the results of student assignments in the form of numbers. In addition, these measurements are then used to make evaluations (Haryanto, 2020).

Kumano explain in (Wulan, 2007) that assessment is the process of collecting data which shows the development of learning. Assessment is

basically a general term and includes all the methods commonly used to determine the success of something being assessed with learning, then to find out how far the progressivity of student learning is by assessing the work of individual students or groups. The purpose is of course to get to know the extent of their learning outcomes and also how their learning achievements are. As an illustration, when the teacher measures learning outcomes with a test obtained a score of every students. On the basis of the score, the teacher evaluates by decide, categorize, or conclude that 15% of children included in the intelligent category, 75% of children were in the moderate category, and 10% children are in the low category. (Haryanto, 2020)

After the teacher do the assessment the next process is evaluation. Evaluation is the process to evaluate the data which was collected and also provides information that can be used to make decisions (Wulan, 2007). If the process of the four terms has been implemented, it is better if we can follow the next process which is often forgotten by teachers during the learning process.

The process of giving feedback is very rarely done by some teachers. Feedback is defined as important information that students receive from the instructor regarding assignments and exams. This feedback can help students understand the basis for their gain or possible grades and provide information to help them improve on future assignments (Ackerman

& Gross, 2010, p. 172). Based on the statement , the Qur'an Al-Maidah;2 has also explained that :

يَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ۝

Based on the explanation of the verse above, then we can help each other in seeking knowledge. In this case, teachers and students may help each other in carrying out the learning process. In providing feedback, this activity is rarely to do by teachers in online learning, because of that many students often complain in their social media platforms, the lack of clear explanations from the teacher in explaining the material. Most teachers just give direct assignments without giving detailed explanations to their students, as if they were only clear enough to get scores from their practice assignments and their exams. In the end, the students also found it difficult to write answers from their assignments given by the teacher because not all students mastered in English.

In this study, the researchers choose Language Center teachers at UIN Antasari Banjarmasin as participants. The reason why researchers choose the teachers at Language Center of UIN Antasari Banjarmasin because of the learning process carried out by using online learning during the pandemic, therefore of course they also have mastered the five terms above in the learning process, including in the process of providing feedback after study.

There has been some previous studies that explain the importance of teachers in providing feedback in online learning , and some of them are:

(Srichanyachon, 2012) explain that Feedback can be given directly or indirectly. In order to give effective written feedback, teachers should consider their students' needs for error correction and classroom realities. Teachers should include comments of praise and encouragement in their written feedback because positive feedback can boost student motivation to improve their writing skills. (Ariesta, 2021) explain about teaching writing online strategies and the students' response of teaching writing online strategies in the middle of Covid-19 pandemic, with several strategies used by teachers in teaching writing online by using video and pictures as a learning strategy. The last is (Guichon, Bétrancourt, & Prié, 2012) in this case of their study focuses on the feedback that is provided by teacher to learners in the course of synchronous online teaching and that allows tutors to take time-coded notes during the online interactions for later pedagogical remediation. Thus study shows that teacher mainly use verbal and chat feedback.

Based on some of the studies above, there are similarities and differences from several previous studies with this study. The similarity is that this study also explains how important it is for teachers to carry out the process of providing feedback in online learning. The difference is that in this study, researchers used the type of corrective feedback used to help teachers provide effective feedback to students through the Google Meet and WhatsApp applications.

From the explanation above, the researcher conducted research on how the process of providing feedback used by teachers in the online class in Language Center of English at UIN Antasari Banjarmasin by going through several applications such as Google Meet and Whatsapp applications as their means of holding English learning classes during the covid-19 pandemic. Therefore, this study aims to get good results to make it easier for teachers and students as participants in the online learning process and in this study only focuses on how teachers use feedback in helping students' writing skills in learning English.

B. Research Questions

Based on the background of the problem, the following problem is identified as:

1. What are the types of corrective feedback that are usually used by teachers during online learning in teaching English writing?
2. What are the strategies of corrective feedback that the teacher usually uses to apply the feedback in their writing class?

C. Objectives of Study

Based on the statement of the problem above, the objective of the research aim:

1. To identify the types of corrective feedback used by teacher in online learning

2. To identify the strategies that teacher uses to apply the corrective feedback in teaching English writing in online learning.

D. Significance of Study

This research is expected to make a valuable contribution in learning English, especially for all teachers who teach English in online learning. This study aims to assist teachers in creating better learning and making it easier for students to understand English lessons, especially in writing skills.

In addition, this study also suggests teachers to use some feedback during the learning process, because giving feedback during learning process can make it easier for students to understand the material that has been given by the teacher and also for readers to understand the importance of providing feedback in the learning process and for the further researchers can use some kind of feedback as material for further research so that it can be deepened and clarified again.

E. Definition of Key Terms

In order to avoid misunderstanding, the key terms used in this study are defined as follows:

1. Feedback

Feedback is one of the most powerful influences on learning and achievement, aiming to provide important information that students receive from teacher about assignments and exams in the form of positive or negative directions.

2. Online learning

Online Learning is education that takes place over the Internet as practical ways to communication.

3. Writing

Writing is a process of expressing ideas, thoughts, feels in order to communicate to other people in written form, because writing skills considered as a difficult skill, it involves many aspects include grammatical sentence (Nisa, 2015, p. 81)