

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents overview the issue that is explained in context of the study, the research questions of the study, significance of study, scope and limitation of the study, and definition of key terms

### **1.1. Context of The Study**

Teaching is a complex activity (regulating student learning activities, utilizing the environment, and giving a guidance to the students) carried out by the teacher in conveying knowledge to students, so the learning process occur. In addition, Brown (2004) teaching is an activity to organize training games in the form of learning for students to listen, think, take risks, set goals, and realize feedback from "coaches" in their environment and then recycle through the skills that they try to master. In addition, based on Astuti (2018) stated that summarizing is one of the activities in teaching and learning process and it needs high thinking to conclude the material. However, in another journal of Astuti (2020) stated that thinking skill is very beneficial to determine the success of mastering material. But, the focus of this study, the environment of teaching is in online learning. There are many platforms of conducting online learning such Astuti (2019) on her journal showed that Edmodo is one of the platforms on online learning. In addition, Anna (2014) stated that online learning teaching experienced by many teachers has many problems that originate from the teaching process such as changes course content, motivation interaction between teacher and students, creation of a sense of online learning community, and rapid advancement technology. To overcome these

problems, the teacher applies corrective feedback in teaching and learning process via online learning.

The word of feedback is usually applied to give some information to the writer that comes from the reader. Besides that, Carmer et al (2008) stated that the application of feedback is carried out in face-to-face activities, direct instruction, and is not carried out in written activities. Additionally, feedback is a crucial aspect in formative assessment process. Based on Brown (2004), he stated that formative assessment is the provision of evaluations to students by teachers iuk-based on the process of forming their competencies and skills with the aim of helping them in their growth process to be better than before. After knowing the explanation from some researchers, giving feedback after teaching-learning process is very important.

Feedback is an important thing that must be applied; it is very beneficial to improve students' achievement and students' motivation in learning process. Talking about feedback, John and Helen (2007) stated that one of the strongest influences on learning and achievement is about how students get feedback from teachers, but I realize that this impact can be either positive or negative for student growth. Because of that, feedback is better to do for increasing students' achievement. In our environment, we know many types of feedback that applied by teacher. But, in this study, the researcher limits the feedback into corrective feedback in academic writing for scholarly publication course.

In course of academic writing for scholarly publication, the students have to well prepared in conducting academic writing such as fulfil the standardization like content, method, and many others in well organized. Bowker

in Swarni (2016) says that academic writing is a particular genre of writing that regulates its own set of rules and practices. Swarni (2016) said that some urgent things must be considered in writing such as grammar, word choice, punctuation, use of capital letters, spelling, vocabulary, and unity between paragraphs. Leo in Dwinhandini et al. (2013) claim that the three basic principles considered in an academic paper are content, register, and topic. Astuti (2020) stated that to do writing always need different skill such as grammatical, structure, content, and many others. In addition, in another her journal Astuti (2019) showed that learning grammar needs special skill like task-based learning and hopefully that students can apply writing skill effectively. Additionally, Astuti (2020) stated that in applying grammar skill, the students have to do need analysis to know the mistake and to know how to solve it. Besides that, on Akademia Pustaka Book (2020) showed that there are many steps to have creative writing where the writer has to determine the good idea and good content, good grammatical and good in choosing the academic words. In short, the notion of scientific writing is a type of manuscript that has an educational purpose with certain rules. Rules must be applied to achieve academic writing goals.

In writing any kind of academic writing, many undergraduate students, especially in the Department of English Education, face several problems that affect their writing assignments, writing skills, and subsequently possibly also their proposal and thesis writing. Many college students cannot write some scientific works such as essays, research proposals, theses, dissertations, and so on. Lack of skills in academic writing makes some students do plagiarism in every assignment of their college activities. Student problems are caused by several factors, both

internal and external, such as the lack of knowledge they understand in English, lack of practice. Therefore, this condition makes the students to do many mistakes and the students often get corrective feedback from their lecturer to get better revision. In the activity of academic writing course there are some activities such as delivering the materials, preparation materials, doing reflection, doing evaluation, and applying feedback. However, the lecturer applies those activities. In the end, the lecturer applies corrective feedback to the students after teaching and learning process. In that activity, the lecturer asked the students one by one about what the difficulties in conducting academic writing for scholarly publication. Then, the lecturer asks to the students about corrective feedback applied by the lecturer after they have many mistakes in making academic writing. This condition pressures the lecturer to be sure that the teaching is effective and to provide corrective feedback after the learning process. So in this study, the researcher wants to know what students opinion about the corrective feedback in online learning.

Specifically, this study takes place at UIN Sayyid Ali Rahmatullah Tulungagung especially for the third grade of Postgraduate Program on English Education in academic year 2020/2021. The researcher takes UIN Sayyid Ali Rahmatullah Tulungagung because the researcher knows many people such the lecturers, students, and staff in UIN Sayyid Ali Rahmatullah Tulungagung very well and the place of the school is easy to find. Of course, if the researcher knows very well, the researcher will be easy to get many informations like collecting the data and it will be an effective time. Additionally, the administration will be easy like asking letter that the researcher has done to collect the data in this school and it will make the time more effective. However, the researcher makes mini interview from

some lecturers who apply corrective feedback in teaching and learning process. Different lecturers use different way and different type of giving corrective feedback to students. In this condition, not all students understand and get clear enough about the corrective feedback given by the lecturer.

In fact, there are some previous studies that discuss about the same points with the present study. The research is written by Widyaningsih (2018). The differences between with this research are Widyaningsih's research is focused on writing class but in this research, there is no specific class. Then, second different is on method used by booth researchers. In this research uses quantitative descriptive but in Widyaningsih's research uses qualitative. The second previous study comes from Muslem, et.al (2017). In the other hand, there is different point in both researches. Muslem's research is conducted on face to face learning but in this research is conducted on online learning. Besides that, in Muslem's research uses limited corrective feedback with oral corrective feedback but in this research, using corrective feedback in global means that oral and written corrective feedback are applied in this research. The research is conducted by Mastang (2019). The same point with this research is both researches use descriptive quantitative method. The difference both the researches is on the subject of the research. The fourth previous study comes from Yoke, et.al (2013). Both researches have the same point as online platform but the other side, the method conducted in both researches is different. The research is written by Suci, et.al (2021). The same point of both researches is the platform of online learning in giving feedback. The other hand, the different point is the research is conducted by Suci focus on written feedback but in this research apply corrective feedback. From those previous studies, the researcher has

different focus on this study, firstly the researcher uses corrective feedback in global not in specific one, secondly the platform of learning is using online platform, and the third is about the method which is descriptive quantitative. So, the purpose of this study, the researcher wants to know what type of corrective feedback applied in online learning and how the student's opinion on corrective feedback given by lecturer in online learning. In addition, the researcher uses different object at UIN Sayyid Ali Rahmatullah Tulungagung in postgraduate program of English Education on third semester.

Making clear about opinion, the researcher will explain both of them one by one. The first one, opinion is when people give their assumption on something in a positive or negative form in several different actions (Abate, 1999). The second one is opinion is the process of getting meaning in a matter that has been known and the determination of perception based on how much knowledge has, motivation to get, interest in it, and hope to be able to achieve (Sandika, 2014). Based on some theories above, the researcher concludes that opinion is the assumption to build a thing based on the fact or the reality.

In addition, the purposes of this study are to know what types of corrective feedback applied by the lecturer during online learning of English Education in Postgraduate program at UIN Sayyid Ali Rahmatullah Tulungagung and to investigate how students' opinion on corrective feedback in online learning of English Education in Postgraduate program at UIN Sayyid Ali Rahmatullah Tulungagung. The researcher decides to choose only one class with 18 students. The researcher uses descriptive quantitative method to find out the research problems of what types of corrective feedback applied by the lecturer during online

learning of English Education in Postgraduate program at UIN Sayyid Ali Rahmatullah Tulungagung and how students' opinion on corrective feedback during online learning of English Education in Postgraduate program at UIN Sayyid Ali Rahmatullah Tulungagung. In addition, the researcher also uses survey for collecting the data. Moreover this study also describes about how far corrective feedback influences students' achievement, what common mistake that are usually affected, and observing students-lecturer performance.

### **1.2. Focus of The Study**

To know the focus of the study, the researcher formulates in some research questions, they are:

1. What types of corrective feedback are applied by lecturers during online learning?
2. How is the students' opinion about the corrective feedback employed by their lecturer during online learning?

### **1.3. Purpose of The Study**

The purposes of this study are:

1. To know types of corrective feedback applied by lecturers during online learning
2. To know the students' opinion about the corrective feedback employed by their lecturer during online learning.

#### **1.4. Significance of The Study**

The author hopes that this research can contribute to the process of learning English. It has two main significances namely: practical and theoretical significance:

##### **a. Theoretical Contribution**

The research can be used as the references for someone who wants to do a research about the students' opinion about corrective feedback in online learning. Especially, in this research as theoretically add insight to corrective feedback in providing corrections to students appropriately and in accordance with student needs

##### **b. Practical Contribution**

This research is expected to give benefit for students, teacher, and also the next researcher.

1. For students, this research is very beneficial for students. Students can get many things and information about the importance of corrective feedback. Besides that, students can improve their study by asking feedback to their teacher.
2. For lecturer, this research is very helpful for lecturer. Lecturers do not feel worry again about how to improve and increase students' skill. Besides that, teacher can know more about many kinds of feedback that will be applied to their students.
3. For the next researcher, this research is very useful. The next researcher can use this research as one of the references in conducting next research.



### **1.5. Scope and Limitation of The Study**

The scope of this study focuses on investigating students' opinion about corrective feedback in online learning. The researcher takes master degree of English Education academic year 2020/2021 because corrective feedback is just applied there. Besides that, the researcher takes academic writing for scholarly publication course because academic writing for scholarly publication is scientific writing which the students have to fulfil the standardization of making it such as content, method, and many others in detail. And this allows that the students have many mistakes in conducting academic writing for scholarly publication. Therefore, corrective feedback is often applied by the lecturer in academic writing course that considering how complex the course is. The researcher just takes one class consisted of 18 students to be a sample. In addition, the researcher takes Master Degree of UIN Sayyid Ali Rahmatullah Tulungagung especially English Education because the researcher knows many staffs and many teachers there and it will make the researcher easy to get permission for collecting the data. Besides that, the researcher has relation in this institution; of course, it can support the researcher well. Because of that, the researcher has an effective time to finish this research.

### **1.6. Definition of Key Terms**

To avoid misunderstanding of the terms used in this study, the researcher needs to be defined as follows:

#### **a. Operational**

### **1. Feedback**

Feedback is a comment or a response from a person towards somebody else work to be better in the future.

### **2. Corrective Feedback**

Corrective feedback is a form of performance feedback that improves student performance. Teachers provide feedback to students in order to strengthen expectations and correct errors in their classes.

### **3. Online Learning**

Online learning or electronic learning is the acquisition of knowledge which takes place through electronic technologies and media. In simple language, e-learning is defined as “learning that is enabled electronically”.

### **b. Conceptual**

The researcher writes down some definitions of key terms in order to support the readers understand this research easily and have the same interpretation as the writer.

#### **1. Corrective Feedback**

Corrective feedback is a term used to indicate to the learner that there is something wrong in the utterance, and some change or correction must be adjusted in order to make it more target-like (Profozic, 2010). In this research, corrective feedback is teacher and peer reflection to the learners error in English learning and the purpose is to get the target of material standardization.

#### **2. Online Learning**

Online learning includes a variety of technologies such as the worldwide web, email, chat, group and new text, audio and video conferencing delivered over computer networks to deliver education (Dhull, 2011). Online learning can be defined as “learning that takes place partially or completely over the Internet” (US Department of Education, 2010). Online learning appeals to a wide range of learners and is becoming more common in settings from primary school to secondary school and to post-secondary education. In this research, online learning is conducted by doing zoom application as platform in designing online learning.

### **3. Students' Opinion**

Based on Zanden (1984) stated that student opinion refers to the process in which students know and think about other people about their characteristics, qualities, and inner states. Blake and Secular (2006) "opinion is what the person (student) feels about certain things both consciously and unconsciously, both visually and auditory and thoughts caused by ongoing processes and are digested by the brain". Thus, it can be said that an opinion refers to a person's understanding or view of a particular object. Therefore, in this study concluded that student opinion is a series of processes carried out by students who are in a conscious state and interpret information about certain objects that may be through experience, exposure or other interactions.

### **4. Academic Writing for Scholarly Publication**

Academic writing can be broadly defined as any writing completed to meet university or college requirements; scientific writing produced to inform a

specific audience of other scholars in a particular field. Scientific writing is made by one professional for another (“Definition of Academic Writing,” 2011). Graduate students may wish to think of scientific writing as a subset of academic writing. The purpose of academic writing is to present information about a particular subject accurately and objectively (Nordquist, 2011). Academic writing in colleges and graduate schools is typically directed toward students who demonstrate mastery of their content and analytical processes and writing requirements for entering their profession. The purpose of scientific writing is the advancement of knowledge in a particular field. More than just a demonstration of the author's expertise, scholarly writing is produced to add to the body of knowledge, expand, challenge, or expand what is known or believed in the field. So, although all scholarly writing is academic writing, not all academic writing is scholarly writing. In this research, academic writing for scholarly publication is a subject in Master Degree of English Education in UIN Sayyid Ali Rahmatullah Tulungagung.