

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a tool used by humans to communicate with others. With language, people can understand what other humans are telling about themselves. Understanding what others are saying creates a good communication and even makes people better over time.

However, language is not just a tool of communication for humans. Language is a system consisting of a particular pattern and understood by its users. Therefore, it can be said that language is a complex communication and the most superior tool compared with other communication tools.

In conducting teaching and learning activities, a good communication is indispensable. Good communication can give students an understanding of what the teacher says.

Nowadays, communication between students and teachers is not only done in the classroom, but also can be done anywhere and anytime. Communication can be done through online discussion forum. Through online discussion forum, teachers can fulfill their role as a teacher better than if only doing teaching and learning activities in the classroom. One of these roles is as a facilitator who seeks to create conditions of teaching and learning, develops lesson material well, and improves students' ability to listen and master educational goals they must achieve (Usman, 2011, p. 21).

Feedback is an information provided by an agent regarding aspects of one's performance or understanding (Hattie & Timperley, 2007, p. 81). Further more, Hattie & Timperley (2007, p. 93) explained that the purpose of feedback is to reduce the distance between current understanding and the goal. In other words, feedback is an important thing that informs the students about their understanding to subject they have learned.

Mahdi & Saadny (2013, p. 26) explained that providing appropriate feedback of student's work makes students proud of their work. Such pride will make students feel valued for their work and become more eager to make a better work. By that way, the outputs or results will get better over time.

In the teaching and learning activities, teacher gives corrective feedback (CF) on the students' work, particularly on errors in grammar. The underlying assumption for giving feedback is it will help students to notice their errors and, subsequently, to produce the correct forms. The importance attributed to learners' beliefs in explaining how and why learners process feedback is in line with sociocultural theoretical perspectives on learning.

The previous study was investigated by Susana Sotillo (2005) about computer-mediated negative feedback or error correction between NS-NNS and NNS-NNS dyad pairs working collaboratively on five learning activities (four communicative and one problem-solving activity) in an instant messaging environment, Yahoo! Instant Messenger (YIM). The study specifically addresses the nature of corrective error feedback to L2 learners in meaningful

communicative and problem-solving activities via instant messaging. The result of this research found that error corrections are available in an instant messaging context. In this context, more indirect corrective feedback that focuses primarily on grammatical and lexical errors is provided to L2 learners.

The present study attempts to fill the gaps in the types of error by investigating the corrective feedback in online discussion forum in a distance learning institution in South Tangerang. The study conducted by Hosseini (2012) indicated that using computers and the internet had significant motivational effect on the students.

1.2 The Research Questions

1. What types of error are targeted in the teacher's corrective feedback in online discussion forum in a distance learning institution in South Tangerang?
2. What type of corrective feedback is the most used by the teacher in online discussion forum in a distance learning institution in South Tangerang?
3. What type of corrective feedback moves or turns (simple and complex) is more prevalent in online discussion forum in a distance learning institution in South Tangerang?

1.3 The Purpose of the Study

This research aimed to explore types of error of teacher's corrective feedback, the types of corrective feedback, and the types of corrective feedback moves or

turns (simple and complex) in online discussion forum of a distance learning institution in South Tangerang.

1.4 The Scope of the Study

This research will be limited on the types of error of teacher's corrective feedback, the types of corrective feedback, and the types of corrective feedback moves or turns (simple and complex) of in online discussion forum of a distance learning institution in South Tangerang.

1.5 The Significance of the Study

This research is hoped to analyze the types of error of teacher's corrective feedback, the types of corrective feedback, and the types of corrective feedback moves or turns (simple and complex) in online discussion forum of a distance learning institution in South Tangerang. The result of this research was expected to be beneficial for other researchers who interest in analyze the types of error of teacher's corrective feedback and the types of corrective feedback in online mediated learning in a distance learning institution in South Tangerang. This research also can be a reflection for teachers to design teaching-learning activities by online discussion forum.