USING DIGITAL APPLICATION FOR GIVING CORRECTIVE FEEDBACK ON STUDENTS' WRITING: A CASE IN WRITTEN ENGLISH CLASSROOM

THESIS

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Sarjana Pendidikan (S.Pd) in Teaching English

By

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ABSTRACT

Billah, T.A. (2024). *Using Digital Application for Giving Feedback on Students'
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Keywords: Digital applications, feedback, corrective feedback, students' writing,
written English classroom

This study investigates the use of digital applications by English
teacher to provide feedback on students' written work. This study aims to
understand how the lecturer's use of digital tools facilitates the provision of
different kinds of corrective feedback in the written English class. The
research was conducted at Sunan Ampel State Islamic University in
Surabaya, Indonesia in the faculty of education and teacher training. This
study used a qualitative design. The data was collected from one lecturer
and 11 students' work out of 34 students from the Written English A class
in the 2023-2024 academic year, as well as 3rd-semester students enrolled
in the class. Data was collected through interviews with the lecturer and
analysis of students' written works that received online corrective feedback.
The findings reveal that the lecturer used digital tools, namely Google Docs
to provide feedback on student writing. The analysis indicates that direct
feedback was the most common type used, while indirect and metalinguistic
feedback was employed less frequently. The digital applications facilitated
the feedback process by enabling the lecturer to provide more detailed,
personalized, and multi-modal feedback to support the improvement of
students' writing skills. This study contributes to the understanding of how
English teachers leverage technology to enhance feedback practices in the
writing classroom. The results suggest that strategic integration of digital
tools can significantly improve the quality and effectiveness of feedback
delivered to students on their written work.

ABSTRAK

Billah, T.A. (2024). *Using Digital Application for Giving Feedback on Students' Writing: A Case in Written English Classroom*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: H. Mokhamad Syaifudin, M.ED., Ph.D. & Sigit Pramono Jati, M.Pd., Ph.D.

Kata Kunci: Aplikasi digital, umpan balik, umpan balik korektif, tulisan siswa, kelas bahasa Inggris tertulis

Penelitian ini menyelidiki penggunaan aplikasi digital oleh guru bahasa Inggris untuk memberikan umpan balik pada pekerjaan tertulis siswa. Penelitian ini bertujuan untuk memahami bagaimana penggunaan alat digital oleh dosen memfasilitasi penyediaan berbagai jenis umpan balik korektif di kelas bahasa Inggris tertulis. Penelitian ini dilakukan di Universitas Islam Negeri Sunan Ampel di Surabaya, Indonesia di fakultas pendidikan dan pelatihan guru. Penelitian ini menggunakan desain kualitatif. Data dikumpulkan dari satu dosen dan 11 pekerjaan mahasiswa dari 34 mahasiswa dari kelas Written English A pada tahun akademik 2023-2024, serta mahasiswa semester 3 yang terdaftar di kelas tersebut. Data dikumpulkan melalui wawancara dengan dosen dan analisis karya tulis mahasiswa yang menerima umpan balik korektif secara online. Temuan menunjukkan bahwa dosen menggunakan alat bantu digital, yaitu Google Docs untuk memberikan umpan balik terhadap tulisan mahasiswa. Hasil analisis menunjukkan bahwa umpan balik langsung merupakan jenis umpan balik yang paling sering digunakan, sementara umpan balik tidak langsung dan metalinguistik lebih jarang digunakan. Aplikasi digital memfasilitasi proses umpan balik dengan memungkinkan dosen untuk memberikan umpan balik yang lebih rinci, personal, dan multi-modal untuk mendukung peningkatan kemampuan menulis mahasiswa. Penelitian ini berkontribusi pada pemahaman tentang bagaimana guru bahasa Inggris memanfaatkan teknologi untuk meningkatkan praktik umpan balik di kelas menulis. Hasil penelitian menunjukkan bahwa integrasi strategis alat digital dapat secara signifikan meningkatkan kualitas dan efektivitas umpan balik yang disampaikan kepada siswa pada pekerjaan tertulis mereka.

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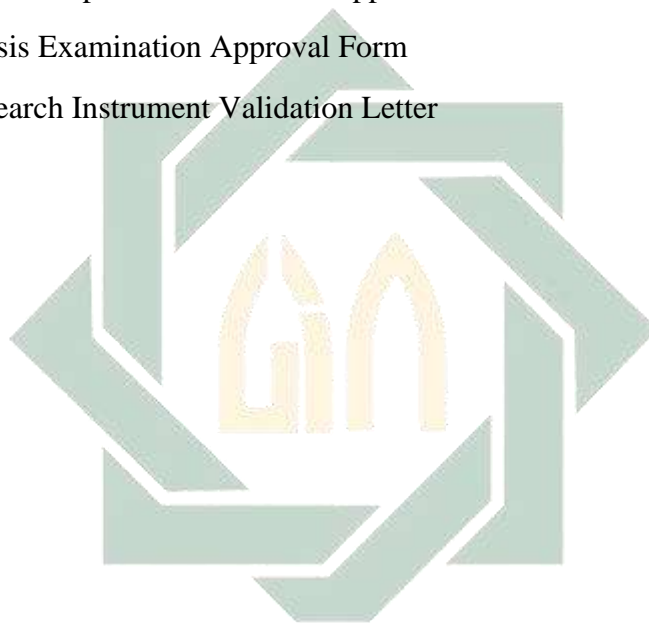
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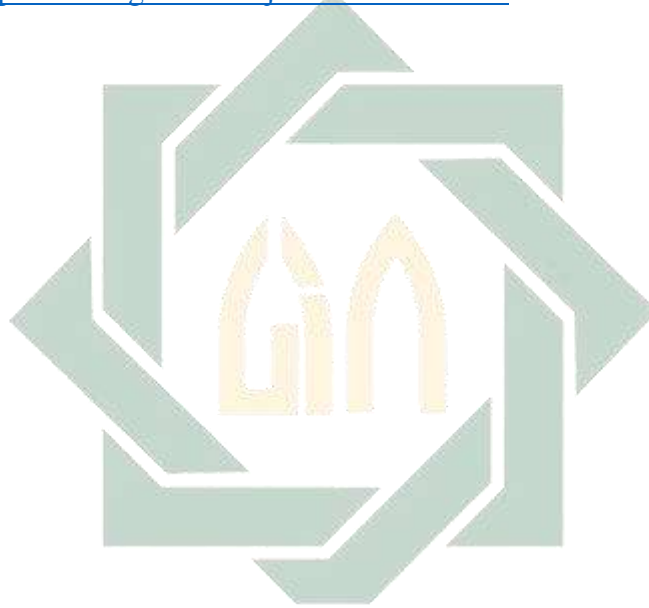
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