

CHAPTER I

INTRODUCTION

The aim of this chapter is to introduce the background of the study, research question, objective of the study, theoretical framework, significance of the study and definition of key terms.

1.1 Background of the Study

Speaking is an ability that need practices and should be in daily life. Speaking is a multifaceted task since it necessitates students to focus concurrently on content, diction, pronunciation, body language, eye contact, and so on (Ahangari,2013).

To practice more about speaking, students need an English-speaking class. In this learning process, teachers give some assignments to students and one of them is a role play. Like Bell (2001) mentioned, role-play is a recognized face-to-face teaching method for developing skills, knowledge, and attitudes. This type of activity also is quite effective in helping learners to upgrade their oral ability (Aliakbari & Jamalvandi, 2010). This activity can be done either classically or online based. Meaning, when it is classical, they can just perform their role-play in front of the class. On the other hand, students are able to do the role play by recording themselves in front of the camera and share the video with the class – when it is online based – and it is called a video blog (*Vlog*).

A video blog or video log (*Vlog*) is a video of someone's public speaking. *Vloggers* shoot the video to share his everyday activities. A *Vlog* is commonly used for students' assessments or sharing daily activities. In this case, making *Vlogs* will improve students' speaking ability. Students can practice their *Vlogging* by doing their speaking class assessment. Soon, they will develop their *Vlogging* skill in daily life. After the students finish making *Vlogs*, they submit it on the online platform.

In this 21st century, e-learning is spreading swiftly. Students prefer to spend their time looking at the online platforms. So do the teachers, they prefer to share their lecture through the online platforms. *Schoology* is one of the platforms which is quite well-known in the educational world. *Schoology* is online learning, classroom management, and social networking platform (Biswas, 2013). This application could increase students' abilities, especially collaboration. They are also able to learn the materials, submit their assignments and do quizzes. In this speaking class, students have to submit their tasks and give peer feedback. Giving feedback in online courses is worthy (Leibold and Schwarz, 2015).

Feedback is one of the most powerful influences on learning and achievement which can be used to enhance its effectiveness in classrooms (Hattie and Timperley, 2007). Giving feedback has many advantages either for the givers or receivers. One of the benefits is gaining students' confidence in public speaking. Learners participate in extended speaking, using the full range of their linguistic sources and experimenting with new language (Keer, 2017). Students can develop their grammar, vocabulary or even pronunciation accuracy from the feedback.

Students prefer to let their peers give feedback. Thus, some lecturers implementing this peer feedback. They concluded that students who learned how to review others' writing made more significant gains in their own writing than the receivers (Saito, 2013). Feedback givers' abilities of pronunciation, grammar, and even vocabulary will increase as well. Learners do have the ability to assess the oral performances of their peers (Joo, 2016). Giving peer feedback is mostly done at the class but recently, students do it via the online platform.

Before giving online peer feedback, students have to read the teacher guidelines. Firstly, students have to apply a Sandwich method when giving online peer feedback. They have to give compliment at first, followed by some critiques comments and close the feedback by adding more compliment. Next, students check the scoring rubrics on the guidelines which focusing on

linguistics. This pattern has a similar aspect Harley & Fitzpatrick (2009) theory, speech and vocal gestures. Therefore, the author will analyze the aspects deeper in this study.

English Education students may have different ways of delivering their feedback. They also have different methods of giving peer feedback. Students have to share the feedbacks on *Schoology* instead of saying it at the class. The only course that implement this method is Speaking A of a private university in Surabaya.

1.2 Research Questions

The research question for this study is formulated as follows:

- a. What aspects of *Vlogs* do the students give on the online peer feedback through *Schoology* comment section?
- b. How do the students apply the Sandwich method in their online peer feedbacks?

1.3 Objective of the Study

The purpose of this study is to explore:

- a. The aspects of *Vlogs* about which the students give comments on the online peer feedbacks through *Schoology* comment section.
- b. How consistently the students apply the Sandwich method in the online peer feedbacks.

1.4 Theoretical Framework

This study analyzes the aspects of *Vlogs* the students comment on online peer feedbacks. This study was based on Harley & Fitzpatrick (2009). According to them, each individual has varied modes but it all depends on the *Vlogs*. There are 6 aspects that need to be commented or assessed as follows:

1. The use of physical setting or layout,
2. The manipulation of physical objects,
3. The body movement / gesture,

4. The video production techniques,
5. The speech and vocal gestures and
6. Other sounds on the *Vlogs*.

Besides Harley & Fitzpatrick (2009) theory, this study was also based on Sandwich method. Below are how the Sandwich method works.

1. Give a compliment about one particular element of the video and highlight which part it was.
2. What should be improved (grammar, pronunciation, word choice, use of idioms/ expressions).
3. Close with a thank you and give further encouragement.

1.5 Significance of the Study

The significances of this study are: first, this study attempts to analyze aspects that should be commented on peers' *Vlogs* as defined by Harley & Fitzpatrick (2009) theories on *Schoolology* comment section. Students need to pay more attention to the aspects since *Vlogging* is not about a shooting skill only, but also about the abilities of editing and acting. Second is about to guide English Education students to give peer feedbacks properly by applying the Sandwich method. The last one, student peer feedback is important, therefore, the result of the study may convince the teachers that they have to teach/explain how to give specific peer feedback explicitly to their students.

1.6. Scope and Limitation of the Study

This study analyzes the English Language Education Study Program students' online peer feedback of the Speaking A course of a private university in Surabaya. The feedback feature and the Sandwich methods are the aspects that the students should assess on peers' *Vlogs*. The samples are all *Vlogs* and the online peer feedbacks from even semester 2016/2017, 2017/2018 and 2018/2019 from each unit.

1.7 Definition of Key Terms

1. Feedback

The return of information that is provided processes which learners make sense of information about their performance ability and use it to enhance their work quality is a definition of feedback. (Monash University)

2. Peer feedback

Peer feedback is students' responsibility for assessing their peers' works which moderated by their tutor in purpose to achieve their assignments of marks and it is adaptable (Topping, 1998).

3. Speaking A

Speaking A is a 3-credit course which compulsory for 3rd semester students. This class assessment focuses on the role-play activity which could be done classically or online by submitting students' works through *Schoology*.

4. E-Learning

E-Learning is an access to the education world using electronic technology which can be accessed flexibly, anywhere and anytime.

5. Video blog (*Vlog*)

A video of someone's public speaking in a daily life which has been done by shooting the video blogger (*vlogger*) by himself and/or other people's hands to share his everyday activities is the meaning of *Vlog*.

6. Online peer feedback

The meaning of online peer feedback is assessing student's peers works using the online platform and supervised by their tutor in purpose to lead the students to give the correct way of expressing critique and/or compliments. (Leibold and Schwarz, 2015).

1.8 Organization of the Thesis

This thesis is divided into five chapters. Chapter one presents the background of the study, research question, objective of the study, theoretical framework, significance of the study, limitation and scoop, definition of key terms, and the organization of proposal. Chapter two discusses the related literature and the previous studies. The next chapter presents about the research methodology. Chapter 4, presents the findings and discusses for the result. The last one chapter presents the final conclusion, and some suggestions.