## **1.1 Background of the Study**

Recently, various countries around the world have been shocked by the outbreak of corona or COVID-19 (Corona Virus Diseases-19) including in Indonesia that results in a bad impact and require adapting to new conditions and situations, especially in the world of education Education in Indonesia has been one of the areas inspected by Covid-19. With limits, the Education Ministry in Indonesia has too released a strategy aimed at dismantling educational institutions and replacing the teaching and learning process (KBM) with online systems. This situation forces teachers and students to master the technology media in implementing online learning (Bagata, Umamah, & Fikri, 2020). According to Jolliffe, Ritter, & Stevens (2012) States that online learning is a learning system that is used as a means for the teaching and learning process that is carried out without having to meet face-to-face between teachers and students, which is structured by combining technology and electronic computer systems and smartphones that support the learning process. Therefore, all those involved in the online learning process are required to master technology and other media so that the learning process remains effective.

Besides, online learning is applied because of the implementation of distance learning. online learning has been applied in the world of education for a long time but did not realize it. Many teachers use learning applications or just giving quizzes for evaluation such as using Edmodo. The use of online learning platforms such as Edmodo has been implemented by some teachers as an attempt in integrating technology into the teaching and learning process in the classroom. The online platforms promote both inquiry-based learning and independent learning since the online platforms facilitate interactions between teacher and students although they are not in the same room. Edmodo is free of charge and user-friendly social learning platforms provide learners with various features that allow learners to interact and collaborate with the teacher and peers as well as to access courses provided by the teacher (Cakrawati, 2017). Therefore, teachers must choose learning media that are attractive and easily accessible to all students.

On the other hand, the weakness of online learning becomes an obstacle to the learning process. The problem is that some students’ parents and students do not have computer or android devices. Another problem, the absence of an internet quota. Providing an internet quota requires a high cost. This difficulty is felt by students and parents from middle to lower class economies. They do not have an adequate budget to provide an internet network. Even though the internet is in their hands, students still face difficulty accessing the internet network because of the places they live (Efriana, 2021). Besides, miscommunication between students and teachers is an obstacle to the realization of effective online learning such as direct learning. So, based on the statements above, there are so many students who complain about the problems which are the main triggers for hampering online learning. In addition. Behind the weaknesses, online learning also has advantages for the learning process to be carried out. Online learning is flexible because it can be done anytime and anywhere depending on the situation and circumstances by following the agreement between the teacher and students. Therefore, the weakness of the online system is not a barrier to continuous learning, so teachers must prepare other options for some students who have obstacles in online learning.

Since the early 1950s, students' perceptions were an important issue in research. Studies were carried out relating to the intelligence, interests, aptitudes, students' personality characteristics, and achievements in school (Neeman & Barak, 2013) adapted from (Malpass, 1953; Bachman and O’Malley, 1986; Brand et al., 2003; Way, Reddy & Rhodes, 2007). Students’ perception is an important element in the learning process. Students’ perceptions can have positive or negative effects. Students' perceptions are the point of view of thinking about something that is received either from the teacher or a friend. Students’ perception is a direct response from absorption on the process of a person knowing several things through sense. Students’ perception has a subjective nature because it depends on the abilities and circumstances of each individual, so it will raise differences in thinking from one individual to another. Students’ perception can be described as the developed opinion after having a certain experience that needs adjustment (Nur Agung, Surtikanti, & Quinones, 2020). From the statement that perception is the development of a person's way of thinking or opinion according to what is happening and what is felt by the senses.

“Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding” (Hattie & Timperley, 2007). Feedback is one of the important elements in the English learning process. Teacher feedback is a comment, correction, or suggestion given by the teacher to students while studying or after learning both orally and in writing. Feedback given by the teacher is very important to increase student motivation and achievement in learning (Hyland, 2013). The teacher feedback is given so that the students will know what their error is and how to fix the error in the next meeting. The feedback given by the teacher must be constructive so that students are motivated to improve their abilities. In addition, the teacher must also give good rewards and responses such as providing additional points for students who respond to the feedback and try to improve it (Carvalho, Santos, Conboy, & Martins, 2014). Adapted from Brookhart (2008: 2), Sari (2017) states that good feedback gives students the information they need so they can understand where they are in their learning and what to do next to the cognitive factor. Once they feel they understand what to do and why most students develop a feeling that they have control over their learning the motivational factor. Consequently, good feedback contains information that a student can use, which means that the student has to be able to hear and understand it. Therefore, feedback is an important element in improving achievement and enthusiasm for learning for students which contain good motivation for everything that is done.

However, many problems occur, when studying many teachers do not provide feedback to students. Whereas, the feedback given is very useful, especially for students’ motivation and achievement during the online teaching and learning process. (Hattie & Timperley, 2007). In addition, the teacher provides feedback only at certain times even though every learning teachers’ feedback must be conveyed. The teacher must be able to provide good feedback so that students can receive it well too both verbal and written feedback because it affects students’ cognitive, affective and psychomotor. So, Feedback is another way a person appreciates whatever he or she has done. therefore, must provide motivating feedback.

As a result of the problem, in this research, the researcher aims to find out the contribution of feedback for students’ cognitive, affective and psychomotor in English online learning based on students’ perception. So that the teacher can find out the extent to which students can maintain their learning abilities even though doing online learning.

There are several studies related to the topic discussed. Some studies were conducted by Andi Mastang 2019, Jayanti Monica Gulo 2013, Sri Sherli Novianti Talis 2018, Wahyu Dewi Pratiwi 2013, and Siti Saleha 2019. They are focused on doing the research analyzing the types of teacher’s feedback and using descriptive research.

From the above research, it can be concluded that their research has several focuses, namely, focus on analyzing the types of teacher’s feedback and using descriptive research. Therefore, in this research, the researcher aims to focus on doing research and analyzing the contributions of feedback for students’ cognitive, affective and psychomotor in English online learning.

## **1.2 Choosing to Finding the Topic**

Online learning is a new phenomenon used in the world of education. Since the Covid-19 pandemic, online learning has become a learning platform so that it can still be done. Online learning occurred in all schools whose areas were affected by the pandemic, including the schools where this research took place. The Researcher is interested in examining this case because of the following problems:

1. Online learning is a method that was first used in this school, including in learning English.
2. In learning English, it is very difficult to apply the material learned online, including interactions between teachers and students.
3. The contributions of feedback for students' cognitive, affective and psychomotor in English online learning.

Therefore, the researcher will focus the research on number three, namely The contributions of feedback on students' cognitive, affective and psychomotor in English online learning.

## **1.3 Research Question**

The researcher wants to find out the answer to of problem of the study which is formulated in the following question:

1. How are students’ perceptions of the feedback as they received in English online learning on students’ cognitive, affective, and psychomotor?

## **1.4 Research Objective**

Relating to the problem above, the researcher states that the research objective as follow:

1. To find out the contributions of feedback on students’ cognitive, affective and psychomotor in English online learning based on students’ perceptions.

## **1.5 Significance of Research**

1. This research has indeed been carried out with various research contexts in English learning. The results of this study are expected to provide information and knowledge especially to teachers, students, and readers about the feedback given. The feedback received by students must be able to provide a good influence on students’ cognitive, affective, and psychomotor.
2. It is expected that the results of this study will give a better way for teachers and students in all subject areas both in online learning and face-to-face learning

## **1.6 Definition of Terminology**

To avoid misunderstanding, the researcher explains the term used in the title as follows:

1. Jolliffe, Ritter, & Stevens (2012) State that online learning is a learning system that is used as a means for the teaching and learning process that is carried out without having to meet face-to-face between teachers and students, which is structured by combining technology and electronic computer systems and smartphones that support the learning process.
2. Students’ perception can be described as the developed opinion after having a certain experience that needs adjustment (Nur Agung, Surtikanti, & Quinones, 2020).
3. “Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding” (Hattie & Timperley, 2007).

## **1.7 Limitation of the Study**

The limitations of this research are:

This research was conducted in junior high school, while the capacity and ability to think tend to be immature, it is different with high school students, where their thinking capacity is more open and can understand more if feedback. The data taken is only based on samples from the ninth grade, even though online learning is not only affected by the ninth grade.