

## THE STUDY OF TEACHERS' FEEDBACK IN ONLINE WRITING ASSESSMENT

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### **Abstract:**

Writing is regarded one of the most pivotal English language abilities. Different researchers agree that writing in English as a second or foreign language (ESL/EFL) environment is a challenging process involving social, environmental, motivational, and perceptive concerns. This is really appropriate for the teachers to give some feedbacks to the learners who learn writing using online as the teachers can control and treat the learners based on the ability they have. teacher feedback is an essential part of the process method since it helps students discover their strengths and weaknesses while also motivating them during the writing process. The focus of this research is on the teacher's feedback during the writing evaluation, as demonstrated by the form, types, platform, and reactions of the students and the reason for the feedback provided. A survey with a quantitative methodology was used in this study. This survey included English teachers from Blitar's vocational high schools. In this study, the purposive sampling approach is applied. Because of their diverse goals and techniques, the researchers chose eight vocational high schools to study. As a result, such schools' student demographics were diversified. They also required the services of more than one English teacher. Twenty English teachers participated in the poll. Teachers were asked to fill out a questionnaire in order to submit the data. The researchers created closed-ended and open-ended surveys with Google Forms.

***Keywords:*** *online writing, writing assessment, teachers' feedback*

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## INTRODUCTION

Writing is among the four critical English proficiencies that learners must master. This constructive ability is critical since it allows learners to develop their own pieces of literature in a variety of genre writings, as needed by the syllabus. It is the act of discovering, putting together, conveying, rearranging, and refining thoughts on words.<sup>4</sup> Because of its critical role in educational and workplace settings, writing is regarded one of the most pivotal English language abilities. Different researchers agree that writing in English as a second or foreign language (ESL/EFL) environment is a challenging process involving social, environmental, motivational, and perceptive concerns.<sup>5</sup>

This is really appropriate for the teachers to give some feedbacks to the learners who learn writing using online as the teachers can control and treat the learners based on the ability they have. The assessment given by teacher measure the learners' ability so that teachers can evaluate how many percent learners can receive the material given. It is impossible to overestimate the value of feedback, particularly for kids. The purpose of feedback is to encourage students to participate in active learning. According

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<sup>4</sup> Ni Made Ratminingsih and others, 'Self- Assessment: The Effect on Students' Independence and Writing Competence', 11.3 (2018), 277-90.

<sup>5</sup> M. Abdullah, M. Y., Hussin, S., & Shakir, 'The Effect of Peers' and Teacher's e-Feedback on Writing Anxiety Level through CMC Applications', *International Journal of Emerging Technologies in Learning*, 13.1 (2018) <https://online-journals.org/index.php/i-jet/article/view/8448>.

to Harmer, highlights the teacher's position as a "feedback giver" and deems it a valuable element, vital to the process approach to teaching writing.<sup>6</sup>

According to,<sup>7</sup> teacher feedback is an essential part of the process method since it helps students discover their strengths and weaknesses while also motivating them during the writing process. Teachers provide written comments to pupils to help them develop their writing skills and gain confidence as writers. Furthermore, with the teacher's comments on their drafts, students learn the quality of their writing and its impact on the audience.

The topic of feedback has been discussed before in many situations.<sup>8</sup> analyze different types of feedback, feedback timeliness, students' involvement and interest in feedback, feedback quality, and satisfaction with current practice from the perspectives of academics and students.<sup>9</sup> investigates what makes for effective teaching and learning and why it is so crucial. Finally,<sup>10</sup> examine the effects of various types of feedback on learners' written accuracy while keeping the students' perspective in mind.

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<sup>6</sup> J Harmer, *How to Teach English* (Beijing: Foreign Language Teaching and Research Press, 2000).

<sup>7</sup> Rita Silver, 'What Does It Take to Make a Change? Teacher Feedback and Student Revisions RITA SILVER', *Distribution*, 6.1 (2007), 25-49.

<sup>8</sup> M Mulliner, E., & Tucker, 'Feedback on Feedback Practice: Perceptions of Students and Academics', *Assessment and Evaluation in Higher Education*, 42.2 (2017), 266-288.

<sup>9</sup> N. Mcfadzien, 'Why Is Effective Feedback so Critical in Teaching and Learning?', *Journal of Initial Teacher Inquiry*, 1.1 (2015), 16-18 <http://assessment.tki.org.nz>.

<sup>10</sup> M Ashrafi, S., & Foozunfar, 'The Effects of Oral, Written Feedback Types on EFL Learners' Written Accuracy: The Relevance of Learners' Perceptions', *Proceedings of the 2nd National Conference on English Language Studies: Applied Linguistics Perspectives on EFL*, 2018, May, 2-22.

There were three sorts of feedback studied: oral, written, and verbal/written.

The majority of these studies looked into students' impressions of teachers' feedback, the reasons for user feedback, the many sorts of helpful feedback, and the impact of each on the learning process and evaluation. Furthermore, this study has no evidence about teachers' remarks, particularly in online writing assessments in technical high schools. Moreover, the focus of this research is on the teacher's feedback during the writing evaluation, as demonstrated by the form, types, platform, and reactions of the students and the reason for the feedback provided. As a result, the researcher encourages the researcher to undertake research with the title, "The Study of Teachers' Feedback in Online Writing Assessment."

## RESEARCH METHOD

This study used a survey research with quantitative approach. According to Kerlinger,<sup>11</sup> survey research can be undertaken on large or small populations, but the data studied are samples obtained from that group to identify relative occurrences, distributions, and connections between sociological and psychological features. According to Iqbal in his research,<sup>12</sup> quantitative research is research that uses statistical numbers as

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<sup>11</sup> Fred N. Kerlinger, *Behavioral Research : A Conceptual Approach* (New York: Holt, Rinehart and Winston, 1979).

<sup>12</sup> Iqbal Rafiqi1 and others, 'Investigasi Peran *Fee Based Income* Terhadap *Profitabilitas* (ROA) Di Bank Syariah Indonesia (Studi Kasus Pada PT. Bank Syariah Mandiri Periode 2005-2014)', 1.2 (2020), 123-44 <https://doi.org/10.28944/masyrif.v1i2.474>.

an analytical tool. Furthermore, Neuman W Lawrence,<sup>13</sup> survey research is a quantitative investigation. In survey research, a researcher asks people about their previous or current beliefs, attitudes, object attributes, and behavior. English teachers from Blitar's vocational high schools took part in this study. The purposive sampling strategy is used in this investigation. The researchers chose eight vocational high schools for their varied goals and approaches. As a result, the student populations at such schools were diverse. It was also necessary that they have more than one English teacher.

The survey included twenty English teachers. Teachers were requested to complete a questionnaire to submit the data. The researchers used Google Forms to create closed-ended and open-ended surveys. According to,<sup>14</sup> closed-ended questions demand the respondent to choose from a set of possibilities. On the other hand, respondents to open-ended survey questions can express themselves on their terms. The questionnaire was modified from some studies on teachers' written feedback. The data is analyzed using descriptive statistics. It is the most widely used technique <sup>15</sup>. In this survey study, descriptive statistics included rates (percentages), a table, and a pie chart.

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<sup>13</sup> W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches*, Pearson Education Limited, 2014 <https://doi.org/10.2307/3211488>.

<sup>14</sup> P. A Glasow, 'Fundamental of Survey Research Methodology', *Mitre Washington C3 Center Mc Lean*, 2005.

<sup>15</sup> Salih Gürbüz, 'Survey as a Quantitative Research Method', *Research Methods and Techniques in Public Relations and Advertising*, January 2017, 2017, 141-62 <https://doi.org/10.3726/b10899>.

## FINDING AND DISCUSSION

English teachers from schools that are members of the Blitar English MGMP are among the participants in this study. Tables 1 and 2 below show the distribution of participation by school and gender:

**Table 1. Distribution of teachers based on their schools**

School	N	%
SMKN 1 Blitar	2	10
SMKN 2 Blitar	2	10
SMKN 3 Blitar	3	15
SMK Islam Blitar	3	15
SMKN 1 Kademangan	3	15
SMKN 1 Doko	3	15
SMKN 1 Panggungrejo	2	10
SMKS Kesehatan Bakti Indonesia Medika Blitar	2	10
Totally	20	

**Table 2. Distribution of teachers based on their genders**

GENDER	n	%
Male	6	30
Female	14	70
Totally	20	

The participants discussed the teachers' input, notably in writing. Several tools are used to teach writing and provide feedback in online learning. These resources are required to make teaching simple, effective, and painless.<sup>16</sup> stated that Google apps would be ideal for teaching writing. One of them is Google Classroom, which is meant to assist the teachers in successfully teaching writing, from creating a writing draft to scheduling an

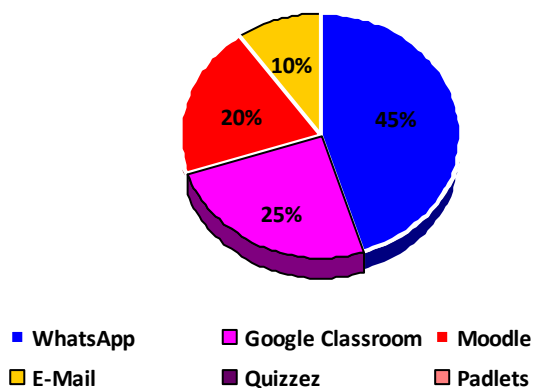
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<sup>16</sup> Afrianto Daud, 'Teaching Writing Using Google Apps For Education (GAPE)', *Indonesian Journal of Economics, Social, and Humanities*, 1.1 (2019), 17-24 <https://doi.org/10.31258/ijesh.1.1.2>.

online class. Teachers can also grade their students' work and provide feedback.

The first question talks about the method or tools used by the teacher to offer feedback during online learning. Teachers used various online platforms to give feedback on the students' writing. WhatsApp, Google Classroom, Telegram, E-mail, Moodle, Quizzes, and Padlets are just a few of the options available in the survey. The great majority of respondents used the social platform WhatsApp to rate. According to 9 out of 20 respondents, WhatsApp is still the most excellent digital method for providing feedback (45%). In addition, five respondents (25%) used Google Classroom to communicate their ideas. Four teachers (20%) also used Moodle as a platform. Two of the remaining respondents (10%) use e-mail. Quizzes and Padlets were ruled out due to respondents' lack of experience with the two apps.

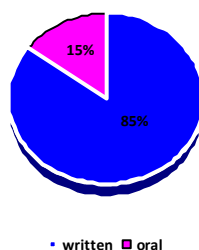
**Figure 1. Distribution of online platforms used to give feedback**



Giving feedback will impact to the students in writing process. According to,<sup>17</sup> feedback is a way of telling students about their progress and helping them improve. For example, the teacher provides oral or written feedback to the students during the writing process. According to,<sup>18</sup> there are two sorts of feedback: oral and written. For example, when a teacher and a student participate in verbal feedback, the teacher adds an oral comment. On the other hand, written feedback is feedback given by the teacher in the form of writing to the pupils to express the error or mistake.

To find out the types of feedback respondents gave to their students, the researcher asked questions related to this, whether written or oral feedback. Based on the survey findings, an overwhelming majority, 17 out of 20 respondents (85%) prefer to provide written feedback for their students. The percentage of those who frequently provide oral input was 3 respondents or 15%.

**Figure 2. Distribution of the kinds of the feedback given**



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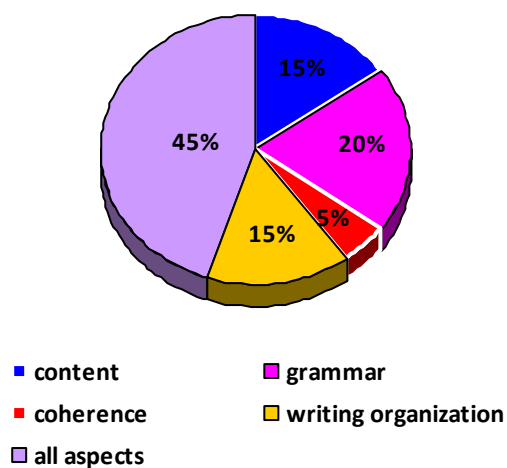
<sup>17</sup> Israul Khairani, 'English Teachers' Oral Feedback in Teaching and Learning Process', *Journal of English Language Teaching*, 9.1 (2020) <http://ejournal.unp.ac.id/index.php/jelt/article/view/108195>.

<sup>18</sup> D Faroha, D. N., Muslem, A., & Fajrina, 'Reseach in English and Education', 1.2 (2016), 137-145.



The rubric in the writing assessment includes several aspects such as content, choice of vocabulary, grammar, coherence, and writing procedures. In this survey, the researchers wanted to know the extent to which respondents provided feedback on students' writing. Therefore, the researchers offer alternative answer choices: content, vocabulary, grammar, coherence, and writing organization. Based on the questionnaires following conclusions were reached: 15% of teachers (3 responders) make mostly content-related suggestions. Grammar is essential to four out of twenty respondents (20%). Then, 5% of respondents (1 respondent) commented on coherence, and 3% (15%) commented on writing arrangement. The remaining 45% (9 respondents) are entirely dissatisfied with the writing in all aspects, including content, language, grammar, coherence, and organization.

**Figure 3. Distribution of writing aspects for teachers should focus on**



The following questions for an open-ended questionnaire relate to the respondents' reasons for providing feedback on students' writing. Eight respondents provided students with critical feedback to help them improve their writing skills and learn more. The majority of respondents (12 respondents) said that students were provided feedback to help them avoid making the same mistakes again. Students will better grasp which aspects of their work need to be corrected due to the feedback provided. This information would help them write better paragraphs and essays. The teachers' primary goal was to improve their learning abilities.

The researchers included questions in the open-ended questionnaire to find out how students reacted to the teachers' feedback. According to the findings, primarily teachers (16 respondents) stated that children responded positively to the input. In addition, they discovered that pupils improved their papers due to the comments they received. They also said that pupils promised to improve their writing skills. However, some students said that they were not happy with the feedback given by the teacher because they had to revise their writing. Four respondents reported this.

## **DISCUSSION**

Online teaching methods like Google Classroom, e-mail, and the influence of social media like WhatsApp provided a variety of interactive and effective ways to save time and space. According to a survey, WhatsApp has overtaken email as the most popular online platform for offering feedback to writing students. This

statement aligns with <sup>19</sup> experimental study on WhatsApp to help students improve their writing skills. According to the conclusions of this study, the quality of students' writing has dramatically improved. The students go through the complete process of pre-writing to explore ideas, produce a draft, and peer correction via WhatsApp. Furthermore, saving the feedback received through WhatsApp (voice) is possible.<sup>20</sup> are in the same situation in their study. The teacher uses recording to provide feedback to the students' writing post-writing practice (voice). As a result, pupils will be able to hear the lecture related to their writing.

The study also revealed that teachers primarily gave written feedback. It could be a way to resolve a student's writing difficulty. Some research on written teacher feedback has been conducted. For example,<sup>21</sup> conducted teacher feedback research in Iran. According to the findings of this study, students who received written feedback from their lecturers performed better than those who received verbal input.<sup>22</sup> investigated the different sorts of written comments English teachers in Banda Aceh use to correct

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<sup>19</sup> S. F. E. S. A. Fattah, 'The Effectiveness of Using Whatsapp Messenger as One of Mobile Learning Techniques to Develop Students' Writing Skills', *Journal of Education and Practice*, 32.6 (2015), 115-127 <http://libezproxy.open.ac.uk/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1083503&site=ehost-live&scope=site>.

<sup>20</sup> A Susanti, A., & Tarmuji, 'Techniques of Optimizing Whatsapp as an Instructional Tool for Teaching EFL Writing in Indonesian Senior High Schools', *International Journal on Studies in English Language and Literature*, 4.10 (2016), 26-31 <https://doi.org/10.20431/2347-3134.0410005>.

<sup>21</sup> A Jamalinesari, A., Rahimi, F., Gowhary, H., & Azizifar, 'The Effects of Teacher-Written Direct vs. Indirect Feedback on Students' Writing', *Procedia - Social and Behavioral Sciences*, 2015, 116-123. <https://doi.org/10.1016/j.sbspro.2015.06.018>.

<sup>22</sup> Faroha et al., (2016)

their students' work. Teachers used direct feedback (responding) and indirect feedback (correcting) frequently in correcting students' work, according to the findings, because those feedbacks made it easier for teachers to gauge the level of students' writing.

Most teachers, according to research, offer comments on all work areas of writing, including content, vocabulary, grammar, coherence, and writing organization. It corresponds to a study conducted by.<sup>23</sup> According to this research, students were willing to obtain comments on both global and local problems (i.e., content, organization, and purpose) (i.e., sentence structure, vocabulary, and grammar). Giving students feedback on all work areas will encourage them to boost their skills in writing. This was not the case with,<sup>24</sup> who discovered that grammatical criticism helped college-level ESL pupils. According to the data, minor comments on grammatical errors resulted in the most successful adjustment. They anticipate teachers correcting their written errors and are upset if they do not receive such feedback.

According to a survey, teachers provide comments to students to improve their paragraphs and essays and lead them to reach their full potential as online learners. This statement aligns

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<sup>23</sup> N. Srichanyachon, 'Teacher Written Feedback for L2 Learners' Writing Development', *Silpakorn University Journal of Social Sciences, Humanities, and Arts*, 12.1 (2012), 7-17 [www.journal.su.ac.th](http://www.journal.su.ac.th).

<sup>24</sup> Kelly Tee Pei Leng, 'An Analysis of Written Feedback on ESL Students' Writing', *Procedia - Social and Behavioral Sciences*, 123.2000 (2014), 389-97 <https://doi.org/10.1016/j.sbspro.2014.01.1437>.

with.<sup>25</sup> She stressed the importance of teachers giving their students comments on their writing. When it came to modifying written drafts, most students paid more attention to instructors' critiques. Teachers and students are both cognitively and emotionally engaged in providing feedback, and they are encouraged to use feedback to help pupils learn more effectively. Furthermore,<sup>26</sup> noticed that teachers provided feedback to students to assist them in becoming more self-reliant and critical thinkers.

Students reacted positively to their teacher's comments, according to the data. This is the same as.<sup>27</sup> According to his research, "Teacher Written Comments on Students Writing: Teachers' and Learners' Perspective," 34.37 percent of 68 students think teachers' comments are helpful. While 10.93 percent think it's clear, 7.81 percent think it's valuable, and 15.62 percent think it's both. In addition, after reading the teachers' input, five students seek clarification, while five others correct minor errors. The remaining 35 pupils try to revise their work. However, 23 of them discard their paper after reading the feedback.

## CONCLUSION

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<sup>25</sup> Ani Susanti, 'Teachers' Corrective Feedback on Students' L2 Writing: State of the Art', *Abjadia*, 2.2 (2017), 81-94 <https://doi.org/10.18860/abj.v2i2.5364>.

<sup>26</sup> Estela Ene and Thomas A. Upton, 'Synchronous and Asynchronous Teacher Electronic Feedback and Learner Uptake in ESL Composition', *Journal of Second Language Writing*, 41.May (2018), 1-13 <https://doi.org/10.1016/j.jslw.2018.05.005>.

<sup>27</sup> Juvenale Patinvoh Agbayahoun, 'Teacher Written Feedback on Student Writing: Teachers' and Learners' Perspectives', *Theory and Practice in Language Studies*, 6.10 (2016), 1895 <https://doi.org/10.17507/tpls.0610.01>.

According to the current study's findings, using interactive and diverse online learning platforms to teach writing and provide feedback on students' work has potential. Teachers have discovered that having access to online learning platforms and social media applications has made giving feedback, which is one of the most crucial aspects of improving writing skills, much easier. Teachers are urged to include remarks of appreciation and encouragement and grammar and content in their written feedback. Teachers should be aware of the importance of providing effective feedback for students' writing development. Feedback should be focused on improvement rather than grading (suggestion). It is recommended that a study be done with a more significant number of language teachers from various cities for further investigation. In addition, interviews can be used to obtain more information from respondents.

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