

STUDENTS' SATISFACTION TOWARDS TEACHERS' FEEDBACK IN WRITING DURING EMERGENCY REMOTE TEACHING AND LEARNING

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Abstract

This study aims to determine students' perceptions of the feedback given by the teacher during English writing instruction in emergency remote teaching and learning. This was a mixed research using a survey method with data collection techniques using a Likert scale's questionnaire. Then, the qualitative data were obtained through unstructured interview with three English language teachers. The population in this study were all eighth grade students in Bali. A total of 113 grade VIII students from 3 schools in Bali were involved as research samples using cluster random sampling technique. This study used descriptive statistical data analysis techniques percentage. The results showed that 87.7% of students strongly agreed that teacher feedback was important in learning writing. In addition, 79.8% of students also agreed that feedback helped them improve their grammar and 82.4% strongly agreed that feedback could help them know the correct sentence structure. However, some students thought that the teacher still provided feedback in the form of one word or praise comment. This could hinder the improvement of students' skills in English writing instruction especially during remote teaching and learning. Therefore, it is necessary to conduct further research that bridges the perceptions of students and teachers towards feedback during remote teaching and learning.

Keywords: feedback, remote teaching, writing skills, perception

1. Introduction

Education is basically a process to prepare individuals to survive in their environment. This is in line with the opinion of Puspaningtyas and Dewi (2020) that education is needed by individuals to face all changes in the era of globalization. In this era, all aspects of life are closely related to technology and English. Technology becomes an important part in teaching and learning process nowadays (Ahmadi 2018). Technology can be used as the media to support language learning including English language teaching. Furthermore, technology offers the unlimited resources to develop the four skills in English namely listening, speaking, reading, and writing skills (Ahmadi 2018). By having a good mastery of English skills, the learners get easier to understand each instruction in utilizing the technology.

In Indonesia context, English is a foreign language that is taught as compulsory subject since Junior High School as stated in *Peraturan Pemerintah* No. 32 Year 2013 (Indonesia 2013). It is to face the ASEAN Economic Community as Indonesia has been included to ASEAN. The learners are encouraged to have an English literacy. It is the ability to read and write in English (Padmadewi, Artini, and Suarnajaya 2019; Rintaningrum 2009). Reading requires cognitive and meta-cognitive strategies to clarify the vocabulary and knowledge of the world that surrounds the reader. When the learners are able to read, they will be easier to write. Writing is an activity to express thoughts, ideas and feelings in written form. Writing is a system for interpersonal communication using various language styles (Jalaluddin, Yunus, and Yamat 2011). Students' writing skills can be developed by practicing systematically and continuously.

Poudel (2018) states that coherence and cohesion of text are very important to understand and interpret written messages.

However, due to the pandemic of COVID-19 that hits the world, all schools are closed. It was based on the *Surat Edaran Mendikbud No. 4 Tahun 2020* which launched the instruction to do teaching and learning process from home. It means that the teaching and learning transforms into online-based in emergency situation or called as emergency remote teaching (Ferri, Grifoni, and Guzzo 2020). The shift was done in term of the delivery of material and the assessment. The teacher needs to use an online platform or learning management system that that is appropriate with learning material and assessment. Chan (2021) stated that formative assessment is the most suitable one to assess students during online learning. It is an assessment which is done during the teaching and learning process. He further mentioned that the most important part of formative assessment was a feedback. So, during the online learning the teacher must be able to provide a clear feedback about the learner's progress.

According to Hattie & Timperley (2007), feedback is information provided by sources regarding aspects of a person's performance. In other words, feedback is designed in such a way as to understand performance through directions and opinions about the performance. Chen et al. (2016) mentioned that feedback should be provided in an effort to improve student achievement in language learning. Mory (2003) states there are 4 views on how feedback supports language learning. First, feedback can be used as an incentive to

the cognitive, affective, and behavioral aspects of students. Students are also highly motivated by the feedback given and the impact is that students are encouraged to correct mistakes or errors in their writing (Zahroh et al. 2020). In this case, this study aims at determining the perception of students toward teacher's feedback on writing skills during online learning.

improve accuracy in term of grammatical accuracy (Chen et al. 2016; Ellis et al. 2008; Tom et al. 2013). Next, feedback can be used as an amplifier that automatically connects the response with the initial stimulus. Then, feedback can be viewed as information that students can use to validate or modify previous responses. The last one, feedback can be seen as help and support from others to help learners build their knowledge and experiences and analyze the learning process that has been passed. Furthermore, feedback which is given maximally and intensively by the teacher has an impact on students' self-regulation (Chen et al. 2016; Klimova 2015)

However, in reality, the feedback given by teachers is often unclear. This can make students confused and students do not know how to change and revise their writing especially during the online learning. Even though Ellis et al. (2008) states that it is very important for teachers to familiarize themselves with different types of feedback and it must be understood by students especially in online learning. However, some eight-grade students uttered that teacher's feedback on their writing was only in the form of one word or sometimes their teachers did not give any. Meanwhile, it does matter to improve their skills. It is supported by the preliminary data obtained toward three eighth-grade students in Denpasar.

Some studies (Budianto et al. 2020; Tom et al. 2013; Zahroh, Mujiyanto, and Saleh 2020) that examined students' perceptions of teacher feedback, showed that teacher written feedback helped develop students' writing skills and influenced

2. Method

This was a mixed-method research. The study was conducted at junior high schools around Bali. The sample was 113 students from three different classes, in three different schools with a class size ranging from 35 to 40 students. The schools were chosen using cluster random sampling based on the preliminary interview done with the students whether the teacher gave feedback or not during online learning. The

qualitative data were obtained through unstructured interview with three English language teachers. Meanwhile, the instruments used in this study were questionnaire for students to obtain the quantitative data. The questionnaires were adapted from the research conducted by Cohen (1990), Reid (1993), and Lewis (2002). It was distributed into three dimensions namely experience, attitudes, and teacher's practices. Close-ended questions such as yes-no questions, likert scales, and multiple-choice items were used to collect quantitative data. The formula for data calculation as follows:

$$P = \frac{X}{Xi} \times 100\%$$

Note:

P = Percentage of eligibility

X = Likert answer score of the respondent

Xi = Likert highest answer score

100 = Constant number

Furthermore, the criteria for interpretation of scores based on intervals are:

Table 1. Criteria for Likert Scale's Interpretation

Score	Interpretation
0% - 19.99%	Very disagree/bad
20% - 39.99%	Disagree / not good
40% - 59.99%	Fair / neutral / undecided
60% - 79.99%	Agree/good/like
80% - 100%	Very agree/Good/Like

3. Findings and Discussions

The following presents the result of Likert Scale items in the questionnaire given to the students:

Item 1 proposed a statement about the importance of feedback during distant learning process. The result of interval percentage was 87.7%. It was categorized as strongly important. It indicated that the students considered the feedback of teacher during distant learning as one of the most important parts in their learning process.

Regarding to item 2, the result shows that the students thought the feedback of their teacher was really in accordance with the provided material during distant learning. The interval percentage was 82.8%. It meant that the teacher has provided a very suitable feedback for their students.

Meanwhile, in the third item, the students sized up that the score given by the teacher corresponded to their writing skills. It was shown by the result of interval percentage that was 79.4%. It can be interpreted that the students were satisfy with their score in writing during distant learning.

Related to the fourth item, the students strongly agree that written feedback helped them improve their writing skills during distant learning. The interval percentage was 84%. It showed that written feedback was really helpful to make students' writing skills better.

Based on item 5, the interval percentage was 69.3%. It signified that during online learning, the students understand the feedback given by the teacher. It would be better if the teacher used certain colors or the use of bold or italicized letters to help the students understand the feedback clearly. It was based on the result of item 6 that was 83%. It indicated that the students appreciate these kinds of assistance from teacher.

It also appeared on item 7 that students strongly agreed that feedback was really helpful to correct the sentence's organization. It was based on the result of 82.4% in the interval of very helpful. It means that feedback can be useful for sentence correction.

Moreover, item 8 showed the interval percentage of 79.8% with the criteria of helpful. It means that students hold that they can improve the grammar in English through the feedback of teacher.

In addition, the students showed that they always read the feedback given by the teacher on their writing. It was appeared 84.6% in item 9 which was interpreted that students never ignore the feedback of their teacher. After reading the feedback, they often revise their writing. It was shown by the interval percentage of item 10 that was 80%. It means that they did not always revise their writing.

It can also be seen in item 11 that they students did not feel guilty when their writing got feedback from the teacher. It built upon the result of 72.5%. They also did not feel disturbed by the feedback given by the teacher. It appeared on the result of item 12 with the percentage of 79.2%.

Regarding to the frequency of the teacher's feedback, the students had opinion that their teacher often gave feedback toward their writing. It was based on the result that showed 73.6%.

Next, the students strongly agree that they liked their teacher give a direct feedback instead of indirect feedback. The result of item 14 was 82.1%. It indicated that the students prefer to be corrected on their mistakes directly.

The last was about the students' preference on writing back their task. The students strongly agree that they just need to write on the corrected part only after getting the feedback. It was based on the result of interval percentage that was 85%.

Table 2. The result of types of feedback

Types of feedback	Frequency
Oral	10
Written	12
Both oral and written	91

Furthermore, multiple choice items also proposed in the questionnaire. The students were asked the most effective feedback that can be used during online learning. 91 of 113 students chose both oral and written feedback. Meanwhile, 12 of students prefer written feedback only during the online learning. Oral feedback was chosen by the least students about 10 students

Table 3. The source of feedback

Source of feedback	Frequency
My Teacher	64
My Peer	41
My Self	8

Regarding to the source of feedback, teacher as the source of feedback was still favorable than the others. There were 64 out of 113 students chose teacher as the reliable source of feedback. Meanwhile, 41 students relied on their peer as the source of feedback. Then, 8 students believed on themselves to give the feedback on their own work.

Besides, the questionnaire gave the students about an open-ended question related to the example of teacher's feedback that they usually received. The most frequent feedback that they received were:

1. *Sudah sangat baik. tingkatkan lagi.*
2. *Good job!*
3. *Penulisan ejaan yang lebih tepat*
4. *Tulisan kurang rapi*
5. *Wow!*
6. *Baca dan pahami materi di bawah ini.*
7. *Belajarlal lebih giat lagi*

In contrast, the result of interview with the teachers uttered that they had given to the students' writing. It was given through private comment in the Google Classroom. One of the teacher said that he gave the feedback to the student's works that needed a lot of improvement. Meanwhile, for the students who had done great work, he only gave statements such as Good, Keep on trying, and Well-done. Another teacher said that she gave a lot of

feedback related to the student's writing for the first time. However, when the students kept doing the same mistakes over and over again, she would let it or just gave a mark to the certain students. Then, the last teacher argued that it was so hard to give a detailed comment to each student's writing. It was because she taught a lot of students. She did not have enough time to give detail correction. Therefore, she usually gave the general comment in the *Whatsapp* Group.

With respect to the findings, feedback is needed on English language instruction to succeed the student's learning especially in the online learning. Chen et al. (2016) mentioned that feedback should be provided in an effort to improve student achievement in language learning. In this present study feedback is necessary for students to know their strengths and weaknesses in writing. As stated by Chen et al. (2016), Ellis et al. (2008), and Tom et al. (2013) that feedback especially written corrective feedback is effective to improve grammatical accuracy. It is in line with the result of this study which indicated that feedback helps students improve their grammar in English writing. Besides, the students really concur that feedback also enlightens their knowledge about sentence structure in writing. It goes along with the study by Chen et al. (2016) that poses either oral or written corrective feedbacks have important roles in language learning especially in improving the students' syntactic in term of complexity, accuracy, and fluency.

Furthermore, feedback belongs is an essential component of formative assessment (Hattie and Timperley 2007). It is an assessment which is conducted during the learning process which can help the students achieve better outcomes (Brown 2003; Nahadi, Firman, and Farina 2015). It is in agreement with the finding of the study in which the students strongly agree that feedback from teacher is really helpful to improve their writing. In addition, the role of feedback in the assessment is important since it tells the student what to do afterward. For the

student who has achieved the minimum criteria of certain objective in learning, the feedback can be used as the source which tells them they have been in the right track and use effective strategy to learn. In contrast, feedback can be the bridge that can help them solve the problem for students who are still struggling of certain concepts. In other words, feedback can direct the student to regulate themselves in learning. It is in harmony with the result of study done by Chen et al. (2016) and Klimova (2015) who found that feedback enables the students to experience self-regulated learning.

Moreover, Bijami et al. (2013) and Nahadi et al. (2015) discovered that feedbacks as the component in formative assessment can generally promote student's motivation to be more interested toward the certain topic, and direct them to positive attitudes such as optimism, confidence and appreciation of their work. It is in line with the findings of the present study which found that the students were motivated to read and revise their work after getting the feedback from the teacher. Furthermore, the students are optimistic to revise their work without feeling any disturbance or guilty. It means that they appreciate the process they took during the writing instruction.

Regarding to the teacher's practice, the students expected that teacher give frequent feedback to their work. As Ellis et al. (2008) asserted that the more frequent feedback expose to the students, the more consistent their improvement in term of grammatical structure and accuracy will be. Even though the result showed that the teacher often gave feedback, but there were two students who mentioned that their teacher never gave them feedback. In addition, the students agreed that they could easily understand the feedback given by the teacher. The score given was also in accordance to their skills in writing. It means that the feedback from their teacher had been clear and objective. Bijami et al. (2013) argued that a good feedback must (1) be clear and objective, (2) facilitate learning reflection, (3)

provide quality information to students, and (4) encourage motivation and self-esteem. Furthermore, feedback should not be in the form of one-word comment and a question (Tom et al. 2013). It was because the students would have negative perception because those feedbacks made students confused and made them impede their revision (Tom et al. 2013). The findings of the present study found that some teacher still gave feedback in the form of one comment or praise. It would not motivate the student since it did not give any light to the student's work. Therefore, the teacher must put more effort to provide a good feedback to each student.

In relation to the source of feedback, the students prefer the feedback from teacher to their peers. It is the same as the findings from Budianto et al. (2020), Fithriani (2018), and Tasdemir & Arslan (2018) that found the students like any local or global errors are corrected by the teacher. It is because the students think that their teacher has a lot experience and is more competent than their friend (Fithriani 2018). Meanwhile, regarding to the types of feedback, written and oral feedback are favorable for students during online learning. It is contrast to the findings from Budianto et al. (2020) and Ellis et al. (2008) which discover written feedback is more favorable than oral feedback. It might be because the different context of the study.

4. Conclusion and Suggestion

To sum up, feedback is a part of formative assessment that can provide information about what has been gone thru by the students. It must be clear and objective. It also should facilitate the students to do self-reflection for improving their skills. Based on the result of this study, it was found that feedback is very necessary in English writing instruction during online learning. It was because feedback could help the students improve their grammatical structure, accuracy, and sentence structure. Feedback from teacher was favorable because it could encourage the student's

motivation, optimism, confidence, and appreciation to themselves. Teacher's feedback must not only consist of one-word or a phrase comment. It must provide information that can assist the student to revise their work. The students also like both written and oral feedback as their guidance to write correctly during online learning.

In general, this study has provided an insight about the students' perception toward teacher's feedback on the writing during online learning. However, future research must be done to dig deeper understanding to bridge the gap between the teacher and student's perception toward the feedback during online learning.

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