Final Year Students' Perceptions on the Online Corrective Feedback Given by Teacher on Their Academic Paper

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Abstract

The emergence of Covid-19 has highlighted the importance of online corrective feedback on the students' works. However, the contribution of such feedbacks on the students' final papers which basically requires a thorough explanation remains under investigated. This study is aimed at analyzing the students' perception of online corrective feedback given by the English teacher on their academic paper. To achieve the objective, the interviews were conducted to 4 final years students' of English department to determine whether the use of online corrective feedback was practical in assisting learners to improve their writing from the first draft to the final draft. The findings showed that the students indicated diverse responses. Some students claimed that online corrective feedback is effective and, while some others said no. Some who stated that online corrective feedback is effective have the reasons that it is caused by the time efficiency and accessibility. Meanwhile, the ineffectiveness is believed to be caused by the quality of the feedback that is not complete enough. This study provides the implication that the lecturer should focus more on the contents while delivering the online corrective feedback.

Keywords: *Online corrective feedback, students' perception, and writing skills*

INTRODUCTION

Corrective feedback from teachers to the student is essential. According Gayathri (2021), corrective feedback provides students with how to improve their skills and it is also solution-based, where corrective feedback focuses on solutions to produce desired results without problems. This feedback can be a powerful tool to help students move forward in their learning (Hgtuttle, 2008). It means that with written feedback from the teacher, students will learn and not repeat mistakes. In addition, the results show that written corrective feedback helps students improve writing quality and skills, encourages critical reasoning, and promotes learner autonomy (Fithriani, 2019). Therefore, corrective feedback from the teacher is essential in learning, especially in writing.

Giving feedback in order to learn and improve the quality of the piece of writing is challenging. It is because they have to correct from grammatical errors, functions, or the focus of the content. Especially, if given the feedback is not given face to face. It will be much challenged. That is because during a pandemic, teachers cannot provide direct feedback, which will have a lot of difficulties and challenges. It is for example in the technical section, are in line with Sari (2021), where students lack knowledge in operating online media and technical problems such as poor signal and limited internet access. As for content, according Brannon and Knoblauch (1981), students often did not understand the teacher's responses to their writings indirectly.

Literature has shown that online corrective feedback is not clear as face-to-face feedback. Berry (1998) points out that there is a large gap between teacher and student understanding of grammatical terms in relation to errors, especially those commonly used in corrective feedback. According to Lee (1997), students often do not understand the teachers response to his writing indirectly when the teacher provides online feedback. There are also teachers who provide only

cursory written feedback which only read the first or last draft, and this type of feedback by the email has been described as an ineffective and futile exercise (Brannon & Knoblauch, 1981). Therefore, an investigation that explains what happens to students when they are provided with online corrective feedback is highly required.

The researches that investigate the use of online corrective feedback on student writing have massively been conducted. For instance Puspitasari (2017) investigated students' perceptions of teachers' written feedback using "Google Classroom" in EFL writing classes. The aim is to investigate students' perceptions of providing written feedback from lecturers through Google Classroom. The results revealed that students had positive perceptions on the use of Google classroom in getting written feedback from teachers on two major points. First, the features of Google classroom were perceived as good in terms of accessibility and practicality. Second, the lecturer's way of giving corrections via Google classroom was assumed effective in terms of clarity and readability. In short, the student's perception of the use of the Google classroom platform was also influenced by the strategies of the lecturer in giving the written feedback.

The second research was conducted by Brannon and Knoblauch (1981) who investigated teacher comentary on student writing: the state of the art. The aims of the commentary wich was given to online on student essays is to dramatize by email the presence of a reader who depends on the writer's choices in order to perceive the intent of a discourse. The results of the study, comments from teachers on essays turned out to be ineffective for several reasons, (1) students did not understand the teacher's responses to their writings indirectly; (2) even when they do, they do not always use the response and may not know how to use it;

Although there have been many researches on this type of online corrective feedback research, but only a few has investigated the role of online corrective feedback on the academic paper. Previous studies mostly focused on ordinary writing, then the platforms he used were only Google Classroom and email, not many had used direct conference media such as Zoom or Google Meet. The goal of this study is to investigate the final year students' perceptions on the online corrective feedback given by teacher on their academic paper. The results of this study are expected to contribute to English development not only theoretically but also practically. The researchers hope that this research will be beneficial for teachers, students, and the other researcher.

METHODS

This research employed qualitative research to answer the research question. In this research, qualitative was chosen since the aim of this research was to investigate the students' perceptions. It attempted to get a depth opinion from the participants, and this research focuses on the participants' experiences. According Dawson (2002), qualitative research is a tool to explore attitudes, behavior, and experience. Qualitative research begins with assumptions and tends to collect data in the field where participants experience the issue or problem under research.

This research was conducted on the final year students on one of the campuses in Garut. Four students volunteered to provide their experience with the use of online corrective feedback given by their lecturers. In addition, the researchers selected four participants in order to gain a rich perception to be contrasted and compared. In this research, an interview was used for collecting data. Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic (McNamara, 1999). This research utilized a semi-structured interview in collecting the data since this research was conducted to explore in-depth opinions from the participants about final-year students' perception on the online corrective feedback given by the teacher on their academic papers.

In conducting this research, there are several procedures. First, the writer formulated initial questions for the interview. It was conducted on May 26, 2022. Next, obtaining the data, the

writer used initial questions for interviewing the participants. However, there are some additional questions based on the participants' answers. It was conducted on June 6, 2022. Then, after analyzing, the writer concludes the findings by correlating them to the previous study. It was conducted on June 20, 2022

Moreover, the semi-structured interview consisted of 9 questions conducted to 4 final year students on one of the campuses in Garut. The interview questions were categorized into four parts: students' comprehension of online corrective feedback, the benefits of online corrective feedback, the challenges when the students used online corrective feedback and the effectiveness of using online corrective feedback as the media for providing feedback from their lecturers. The average time of the interview was 20 minutes, ranging from 15 minutes to 30 minutes. Each interview was recorded with the interviewee's prior consent and transcribed to get a clear explanation.

FINDINGS AND DISCUSSION

In this chapter, the researchers write the result of the data that have been collected from the analysis. The research findings are explained from the result of interviews as an instrument to answer the following question: ‒what are the students' perceptions on the online corrective feedback given by the teacher on their academic paper?‖ In addition, the results of the researchers are explained in the discussion.

Findings

This section elaborates the findings regarding the students' perceptions on the online corrective feedback given by the teacher on their academic paper. Interviews were conducted to ensure answers from interviews to determine the final year students' perceptions on the online corrective feedback given by the teacher on their academic paper. Below are the detailed interpretations.

The effectiveness of online corrective feedback

In regard to the effectiveness of the online corrective feedback, this study found of variety of responses. Some of the students agreed that online corrective feedback is effective. Some of the others say ineffective. The result of the interview that showed some of the students view online corrective feedback as something effective. They admit that the features and also the benefit contribute to these positive responses (S is abbreviation for student participant):

> *#S1: Online corrective feedback can be said to be effective, because it can save the time, so the time is more flexible and easier to adjust according to the lecturer schedule.*

> *#S4: Online corrective feedback is effective, because the time is more flexible, more intense, and efficient, saves on transportation costs and also more economical because it does not need to be printed.*

In regard to the responses in which those students claimed online corrective feedback is ineffective, the students said that:

> *#S2: Online corrective feedback is ineffective, because giving online feedback is not much corrected; it is only certain points and there is technical difficulty such as an unstable network.*

> *#S3: Giving online corrective feedback on academic paper is ineffective, because it cannot be understood and reduce the focuses while listening to the feedback itself.*

The answer from the interview responses showed that the students said quite differently, they claimed that online corrective feedback is effective; it is caused by the time efficiency and accessibility. Meanwhile, the students who claimed that online corrective feedback are ineffective it is caused by the quality of the feedback that is not complete enough.

Uptake of online corrective feedback

Based on the results of interviews, it was found that by using online corrective feedback when providing feedback on their academic papers, the students usually improve their writing drafts from the feedback given by the lecturers through online corrective feedback. One of them said:

#S1: Through online corrective feedback, I usually take a break for a while, and then fix small things first, such as correcting the grammar, the neatness of the text and finally the content.

#S2: The results of the online corrective feedback given by the lecturer, I always correct everything and immediately, because if not, it will continue to be revised.

#S3: After giving online corrective feedback, I fix everything, but before that I usually write down the important points that I need to fix, then I fix everything.

#S4: After giving online corrective feedback, I usually correct everything like looking for the previous thesis as a reference for writing my academic papers, and then I correct one by one the corrections from the lecturer.

According to the results of interviews, the students usually correct all the things that have been corrected by their lecturers. However, they first look for the previous thesis with the same topic as their reference in continuing their academic papers, then start correcting all corrections one by one. The results of these interviews showed that there is no difference in uptake in online or offline corrective feedback.

Discussion

This study found several interesting findings. In regard to the effectiveness, the study found that the students said quite different responses. They say effective and the others say no. students claimed that online corrective feedback is effective; it is caused by the time efficiency and accessibility. It is different with most of the study. This is said to be effectively supported by Puspitasari (2017) where online feedback is effective because it makes it easier for students to send their assignments. Meanwhile, the students who claimed that online corrective feedbacks are ineffective; it is caused by the quality of the feedback is not complete enough. For this infective result, it is in contrast with Sari (2016) that the way teachers provide written feedback through online corrective feedback by Google Classroom. It makes it very easy for students and teachers to give or receive feedback easily and quickly.

Besides, in regard to the student uptake according to the results of interviews, the students usually correct all the things that have been corrected by their lecturers. However, they first look for the previous thesis with the same topic as their reference in continuing their academic papers, then start correcting all corrections one by one. It is in contrast by Hyland (1998) meant that these learners ignored the feedback received; hence, there was no uptake (or retention). Meanwhile, it is in line with Gillian and Neomy (2010) when the learners seemed to approve of the type of feedback received—and were driven by a goal to improve their text—they sometimes adopted the

strategy of memorizing the feedback (the first pair) or the location of the editing symbols (the fourth pair). In addition, the difficulty in providing online corrective feedback, the student's opinions from the results of student interviews said that the difficulties experienced were applications that often-had errors and bad signals. It is in line with Puspitasari (2017) the difficulty in providing feedback online is the lack of knowledge of students in operating Google Classroom and technical problems such as poor signal and limited internet access. And then, this will interfere with students during the learning process.

Limitation of the study

This research contains several limitations that need to be addressed by further research. First, the limitation is related to the incomplete data that this present study tried to take in which data taken using only qualitative data. Second, the numbers of the participants are limited, and also the media is only on Zoom meeting.

CONCLUSION AND SUGGESTION

This study was designed to determine the final year students' perceptions on the online corrective feedback given by the teacher on their academic paper. Based on the research findings and discussion, it shows that students indicated diverse answers. Some students claimed that online corrective feedback is effective, while some others said no. Some who stated that online corrective feedback is effective have the reasons that it is caused by the time efficiency and accessibility. Meanwhile, the ineffectiveness is believed to be caused by the quality of the feedback that is not complete enough. Therefore, the use of online corrective feedback can be used as a medium when providing feedback, because it is very useful if offline corrective feedback cannot be given.

After conducting the research and finding information about the final year students' perceptions on the online corrective feedback given by the teacher on their academic paper, the researchers would like to give several suggestions that are relevant with the limitation:

1. The researchers would like to suggest the further related research to add a quantitative element because if we talk about the effectiveness of online corrective feedback in academic papers, it must be seen from the quality of the students' writings themselves.
2. The researchers try to give suggestion for the further related research to add more participants for further research and also the researcher suggests using different media in this research topic.
3. The researchers try to give suggestions for the teacher until using different media other than Zoom meeting.

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