

## I THINK OUR WRITING BECOME TIDY, CLEAR AND ALSO PERFECT” STUDENTS’ FEEDBACK ON WRITING CLASS WITH TECHNOLOGY PERFORMANCE

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### ABSTRACT

Integrated teaching learning instruction with technology has been fascinating for EFL students currently. In writing class, it takes several times for students to revise their draft after receiving feedback. Rather than using a plain paper with bullet, students nowadays prefer screen with the keyboard. In this study, it aimed at exploring the students’ preferences on applying computer in writing class. The data from 33 university students taking Writing class were collected and analyzed descriptively. To detract bias, the teacher was also interviewed. The results revealed that 91% of the students prefer to write on email. Moreover, 88% agreed that the media is helpful to ease the writing and revise English paragraph. However, teacher assumed that several students do not know how to use computer correctly.

**Keywords:** feedback; writing class; technology integrated; email; word processing.

### Introduction

The ability to write meaningful sentence and paragraph which is easily understood by reader is one of the skills that required by university students since producing an academic writing becomes an obligatory in order to fulfill the final project for the graduation condition. Writing is a complex process that involves many skills, processes, and strategies. It requires a medium codification skill to convey meaning, and uses a vocabulary, based on known conventions and rules of usage to create new ideas (Omar et al., 2014).

During the corona virus has expanded many countries since 2019, all of schools and universities have changed the teaching learning process from face-to-face meeting to online learning. Recently, both teachers and students attempted to live in a digital world who have had access to the Internet, who have had email, and who have grown up with social media (Robinson et al., 2019). Virtual

learning allows both teachers and students to meet up virtually to access/present the materials from anywhere at anytime. Furthermore, it is needed some skills and computer technology in order to make the classroom run well. Computer Assisted Language Learning (CALL) is one of alternatives technology which used in language teaching and learning in the form of software and internet-based activities (Salehi & Amiri, 2019).

Since English language teachers have a positive attitude toward teaching writing by using computer, Lim & Phua (2019) investigated the teachers’ attitudes towards the effect of Computer- Assisted Language Learning (CALL) on teaching writing that showed both teachers and students are receptive to the use of feedback technology to improve students’ English composition. Moreover, Yang & Kuo, (2020) in their research provided suggestion that the breakthrough of CALL teacher education

involves student teachers in switching perspectives and roles and engaging in collaborative and experiential learning to generate insights for new teaching strategies in teaching learning process. Instructional strategy is a technique the teachers use to deliver their lessons which is a crucial thing in teaching process. Technology has added a new type of literacy which is referred to as computer fluency (Bani Abdelrahman, 2013). Thus, using current technology such a word processor in teaching writing becomes a better choice in 21st century.

A word processor is software or device that allows the users to create, edit, and print document. The students tend to use this device since typing by keyboard is faster and not messy with illiterate word(s) than writing by hand. Additionally, there are several advantages of using a word processor in a classroom. It is able to serve different ways of learning which produce a high-quality text that is similar to writing format of the expert (Salehi & Amiri, 2019). Moreover, the present word processor provides specific help in preparing manuscripts (Wolach & McHale, 2001). Thus, the learner will encourage using it in order to complete their composition product easily since the result of mistyping can be corrected just by pressing right clicking. The portability to various electronic texts is the other advantage of utilizing word processor and the users can send what they have written to others via web or portable flash disk (Graham, 2008). Moreover, writing with word processor is easier to revise the text by adding, deleting, modifying, and moving the words based on the writer need. On the other hand, Salehi & Amiri (2019) studied the effects of using Microsoft Office Word on Iranian English as a Foreign Language (EFL) lecturers' grammar knowledge and their attitudes towards using them to support their grammar knowledge. This research indicated that word processor beneficial for checking grammar

and also improvement of learners' writing skill.

On the other hand, Hyland & Hyland (2006: 93) developed three techniques of computer-mediated feedback where the computer is connected to the network. Technique one is computer conferencing. It contains two broad options which are 'synchronous writing' where students are able to communicate with their teacher or other students directly or in online and 'asynchronous writing' where students are able to communicate via email or in delayed. Technique two is automated feedback which is worked by scanning student's text, providing score with feedback on grammar, usage, style, organization and development with the certain program installed on the computer. Finally, technique three is corpora-based feedback which uses CALL as a computer tool. This technique becomes essential as the students are offered more opportunities for learning.

To concur with the technique two of the computer-mediated feedback provided by Hyland and Hyland (2006), Ware & Warschauer (2008) also expounded three strands of electronic feedback for second language writing. First, automated feedback mostly concerns on evaluating student mastery of the grammar, usage, and organization. Additionally, there are two well-known electronic feedback programs which are 'e-rater' developed by Educational Testing Service (ETS) and 'MY Access!' developed by Vantage Learning. While e-rater was designed to look for student's lexical complexity, syntactic variety, topical content, and grammatical errors, MY Access! provided online portfolios, a writer's checklist, scoring rubrics, word banks, spell checkers, and graphic charts. Second, computer-mediated peer response means that peer's feedback with computer as the electronic media. This strand two is believed that it enables to minimize the students'

awareness. Third, differentiation among forms of electronic feedback which means that cultural aspects are influenced in feedback provided such as through online collaborations.

Meanwhile, many reasons of teacher and learners choose electronic media for instructional process. Computer with the internet gives opportunities for responding to learners' writing truthfully. Additionally, the learners are able to work on email directly from their browser such as internet explorer, Firefox, Opera, Google Chrome and Baidu. No reason of learners or teacher for not doing email as it serves more quickly, more efficiently, and more versatile (Dudeny, 2007, p. 16). In the meantime, teacher is able to comment students' draft on the comment function. On the computer's screen, the teacher feedback is displayed automatically. Al-Olimat & AbuSeileek, (2015) conducted researched on 72 female teenagers on the tenth grade. Their study concerned on the effect of computer-mediated corrective feedback. Findings showed that feedback on the computer helps their writing skill, particularly in spelling, punctuation, organization, content, grammar, and vocabulary. Therefore, in this research, the use of word processor on giving feedback on Track Changes or comments item in order to enhance the students' writing skill was explored. Additionally, the students' belief on teacher's written feedback strategies used on the students' writing performance through 'Track Changes' was investigated.

## Method

In this study, mix method was designed to obtain the data about students' experience in the writing class. The graduate students with the total of 33 individuals in English Education department in Banda Aceh taking writing subject in 3rd semester were participated. In the writing class, the students were given task to write an essay with the topic determined by the lecturer. A due date was decided while the students received the

feedback then. To relieve the submission, email became the media to share and perform the ability particularly in increasing their composition. Writing on Word Processing was employed in which Track Changes with comments item was applied. After submitting the task, the lecturer delivered feedback on the comments. Through the feedback, the students were able to analyze and revise their writing.

Investigating the students' behavior accurately, open-ended questions were required via google form. As Popping, (2015) stated that open-ended questions intend to gain specific information which is unlimited, meaningful and relevant. Not only four questions of the students' attitude on learning writing through word processing, but also interviewing their lecturer in order to know the opinion about giving feedback on the Track Changes were employed. To receive the relevant data, the questions were distributed after the classroom activity. The raw data then were transcribed, organized, read, coded, described and interpreted (Creswell, 2014).

## Findings and Discussions

Four questions of open-ended questionnaire were required the students' preferences on writing the essay through Office program. In this case, the Word processing, computer and email are considered as one object as the students have to send their written assignment which is attached via email. Therefore, the terms used on the questionnaire are 'Word processing' or 'email'.

Table 1. Do you read your teacher's comments and corrections on the Track Changes (comment on Microsoft Word Office®)

Answer	Total	Percentage
Yes.	9	24%
Yes, always	17	52%
Yes, sometimes	7	21%

The general question consists of the students' behavior towards teacher written feedback. The students agreed to consider the both marginal and end comments by the teacher are significant. It is 52% or more than half students wrote like 'I always read comments from my teacher'. Meanwhile, the other students (21%) convinced that they sometimes read the comments. One student voiced that he/she read the point only and did not read all of the contexts. This response indicated the slightly careful of recognizing the teacher's comments since the main point is usually detected by reading all comments comprehensively. Although few of the students (24%) expressed their opinions without putting the frequency such as always, often, sometimes and so on, they believe that teacher written feedback are useful to develop their skill by revising the essay. One of them stated that "I like to read that everytime when I get the essay because that is result from my work and when I read it I can find where is my mistake, what's wrong. I love to read it." Therefore, all students read the teacher's comments on their works owing to their enthusiastic to increase the skill.

Table 2. Do you prefer to write on Microsoft Word® or email

Answer	Total	Percentage
Yes	30	91%
No	2	6%
Maybe	1	3%

Based on Table 2, it shows that whether the students prefer to write on Microsoft Word® or email. It was explicitly shown that 91% of the students preferred writing on Word processing due to several reasons. The majority answers were easy to use. For example, a student expressed that "when I do mistake in writing, I can erase it easily than I use the paper", while the other presumed that "Microsoft Word office is accurate for identifying right word in English which

helped me to find the right words". It is also added by the other ones that "I think our writing become tidy, clear and also perfect". In spite of its practice or ease, two of the students (6%) impressed that "I prefer writing on the paper because it makes me easier" and "Actually I most like handmade because it need longer time to type on Microsoft". On the other hand, one student (3%) was unsure to answer. He said that to write on the Word Office program is this era style despite his preference of writing on the paper. Consequently, most of the students preferred on applying Word to some plain papers for writing practice.

Table 3. Do you think that computer or word processing is helpful to ease the writing and revise English paragraph(s)?

Answer	Total	Percentage
Yes	30	91%
No	2	6%
Don't know	1	3%

According to Table 3 above which links to Table 2, it illustrates the students' opinions of the benefit of using computer or word processing, whether this electrical stuff is helpful to develop their writing or not. The results expressed that there were 91% of the students in the class of Writing I believe that computer or word processing is helpful to ease and revise either their English essay(s) or paragraph(s). In addition, the student wrote on the questionnaire sheet that it has spelling checker which allows the students to correct words on the writing automatically. Furthermore, a student wrote that "Yes, because with word program, we can revise without start to write again, we just have to copy + paste and edit it". The last but not least, this media can show how much we write, such as 250 words. Meanwhile, at least two students prefer to write by hand as it was written that "the other people say yes but me, writing easily by hand than the computer"

and “no, because computer makes me difficult”. Another student also added that “according to me, using that computer or word processing is really helpful but like I explained before, I like hand writing most”. In this matter, students’ computer literate is influenced their learning activities. Few students indicated their disadjust during the computer use. Hence, their voices on this issue relate to their manners during the learning in the university.

Table 4. Do you think that computer or word processing or email help you to get high standard in writing English? Why?

Answer	Total	Percentage
Yes	31	94%
Not really /maybe	2	6%

On Table 4, it indicates the students’ preferences on writing with the media of computer or email which helps them to get high standard in writing English. It was found that the percentage of their ‘yes’ answer of this question was extremely high, it was 94%. A representative answer was “yes, because by using word processing it will minimize the error spelling and because it has correction spelling system”. On the other hand, one student does not give his/her opinion to this issue. It was written that “I don’t know, just so”. Moreover, another one stated that “not really, because it depends on us whether we can do it or not. It can’t revise all of the directly”.

Finally, the question for their lecturer was required to receive the data about her opinion on the use of word processing to help the students to get high standard in writing English. From the interview, she briefly stated that:

“Actually, it helped them but maybe my assumption is- it’s only my assumption- for beginner students, they just don’t know how to use computer correctly. So, they don’t

use like English spelling, English language spelling so they still have so many spelling problems in their writing and also they don’t use like synonym”.

The results described that the teacher had strong belief on the writing progressing due to using Word program, yet the students, most of them, were having low comprehension of working the Word office. It was clearly noted by her on the students’ writing performance sent to the teacher email with Word attachment.

Nowadays, integrated teaching learning instruction with technology has been fascinating for both young students and adult students. Generally, this tool supports not only EFL learners to reach the target language but also teacher to facilitate the language learning performance. Unrestrictedly, it is used for students to develop and improve their writing skill (Kutlu, 2013; Little et al., 2018; Linuwih & Winardi, 2020). Instead of writing by hands, the students preferred typing on their PC. In this study, the students believe that computer or word processing is helpful to ease the writing and revising English paragraph(s). It is verified by 91% students prefer to write on Microsoft Word®. In addition, Yaser (2021) proved his study that word processing was effective in writing class. He stated that the students might improve English spelling and grammar through this media. Meanwhile, it was compared the writing essay on hands and on keyboard word processing by Van Der Steen et al., (2017). These groups showed the better results on the keyboard use on the students. Additionally, Burston, (2013) believed that the computer-mediated feedback of ‘Markin 32’ enables the second-year students of French in Monash University improve the quality of the students’ writing. Consequently, the students have faith in the computer that it also helps them to get high standard in writing the second language. Moreover, Azizaturrohmi (2019) also

revealed that using assistance computer word processor was significantly effective in teaching writing skill for eleventh grade students of MA Muallimat NW Pancor. Some problems such as incorrect grammar and spelling was decreased due to Word Processor that make the students easier to know which word that wrong or typo since it was set automatically.

The students' reaction towards teacher's feedback through word processing brought positive behaviour. Either 'always' or 'sometimes', all students read the comments and correction on the track-changes since they believed the comments were effective for them in developing writing ability. Track-changes corrective feedback is advantageous in supporting students' writing (AbuSeileek, & Abualsha'r, 2014).

While the students agree that computer or word processing is helpful to develop their writing ability in both spelling and grammar, the teacher assumed her students have lack understanding to operate the computer. Despite computer is operated properly by them, the functions or uses during the writing process was questioned. Additionally, the teacher honestly said that they do not use English spelling checker which is proved by the appearance of the spelling errors on their essays. This situation can be influenced by the capacity of these two technology learning tools; computer and mobile phone. It can be inferred that the students preferred using mobile phone in practice daily. In Japan, Garcia Mendoza, (2014) compared computer and mobile phone in learning situation. During his study, 26 university students were grouped into desktop computer and smartphone for a virtual learning system. The results indicated that mobile phones bring high chance for students in interaction online especially in promoting creative thinking. Additionally, Ta'amneh (2021) indicated on his participants that smartphone gave the positive attitudes on learning English. With

frequent use of this smart tool, it motivated them during English daily practice for example learning new English vocabulary items, learning the correct pronunciation of English vocabulary items, listening to English native speakers, taking online English tests, and so on.

Learning writing with computer is fascinating since students are unconsciously doing multitasks. While they are practicing the language, the computer needs operating properly. It is also denoted that writing on computer is more practical, expeditious and efficient. During writing practicing, the students are freely to examine English spelling and grammar on their computer's screen. Moreover, the teacher is easier to check, markup and give several feedback owing to Track Changes and Comments features on Word Office. Though, computer encourages the students' writing in rapidity, handwriting indicated the students' memory in repetition letters or words of the language (Aragón-Mendizábal et al., 2016). Their study believed vocabularies or English words and phrases were easier to remember by handwriting. In the other hand, this study reflected a conflict mind between the teacher and students. While the students' preferences of using computer, the teacher was convinced that her students presented low awareness of computer potentials in the progress of writing composition. It signifies that the spelling and grammar still presented error while the teacher's corrective feedback was highly understood.

## Conclusion

As Word processor has been utilized by students and lecturers in order to develop their writing class, Track Change becomes one of tool in word processor that influenced the improvement of students' skill by following the lecturer feedback. Most students strongly prefer writing by Microsoft word or email because of the easiness to

revise the sentences, instantly spelling check (minimize error spelling), and produce standard writing tidily with margin tool. However, it cannot be denied that some students still difficult in operating computer. Therefore, the lecturers should introduce and train the students in order to maximize the usage of Microsoft word so that this educational technology becomes positively belief as a way to enhance students writing skill.

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