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Student's Perceptions on Teacher Feedback in Writing Class

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Abstract
This study investigates the type of feedbacks were received by students in writing class and their perceptions on the teachers feedback. This research is descriptive qualitative research. There were two instruments used in this research; quersionnaire and interview. There were 20 participants in this study who take writing class at Jabal Ghafur university. The result shows that students have positive attitudes on teachers feedback. The teachers feedback seen as an effective way to revise and improve students' writing skills. However, in terms of the type of feedback given, written feedback is more dominant than oral feedback, students prefer written feedback as feedback that can be read repeatedly until they understand, is very useful for students who easily forget. While some others prefer oral feedback as they find it is easier to understand. Regardless of what type they like, teachers feedback provided students with meaningfull experience which increase their critical thinking to improve their learning performance.

Keywords: English writing class, students' perceptions, teacher feedback

1.   INTRODUCTION

In the world of education, feedback is not a foreign thing to apply, but rather a guide that is required by teachers in the teaching and learning process. In the writing class , feedback is very important, ie for; first, Provide corrections to student writing. second, providing improvements for students to be able to improve their writing. Third, improve student learning outcomes. And finally, the teacher can review the progress of students' understanding after the feedback is given. As stated

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by Susanti (2017), The feedback useful for students to evaluate themselves, know the errors that occur in doing the test, knowing weaknesses, as well as helping students to improve learning outcomes. This is in accordance with the definition of feedback itself, which according to Wahyu, (2015). Feedback is "information that" given to students regarding ability to achieve goals teaching goals". And Narciss (2008, p. 292) has also defined the term "feedback" in all teaching contexts as "post-response information that can inform learners about their actual learning state and/or performance to assist them in detecting whether their state is compatible with learning objectives in a certain context or not". So, Feedback has a very influential role in improving students' understanding in a writing class given by a teacher, more precisely to find out student progress, the level of student involvement in the learning process, and responses to required revisions that are expected from students (Parr & Timperley, 2010).

Providing effective feedback is an important task for English writing teachers, because it contributes to improving students' writing skills (Hyland, F., & Hyland, K. (2001). Goldstein, J. (2004). assessment course, feedback in fulfilling the pedagogical role in developing the potential of writing texts according to the writing context, providing a sense of the audience and providing an understanding of the expectations of the society in which they write "F.Hyland & K.Hyland, 2006b, p.206)

Behind the feedback phenomenon that has a big influence in the world of education, both orally and in writing, it turns out that there is also controversy. Various kinds of responses appear not only in a positive form, but can also be in a negative form. The student's perspective that is inversely proportional to the teacher's expectations can occur due to a lack of student understanding of the function of feedback, feeling embarrassed when the teacher provides corrections, or even because the type of feedback given is not in accordance with what students want. Even without them realizing that what the teacher did was for the good of the students, because the teachers' comments were heavily influenced by the students' spelling, punctuation and grammar errors (Stern and Solomon2006). Sadler (1998) argues that teachers are well placed to provide criterion-based feedback because they create the scoring criteria and ultimately assess the writing. So, the teacher's job is to continue to provide feedback to students by continuously observing the responses given by students.

This study delves into the intricate dynamics between teachers and students within the writing classroom, focusing specifically on the feedback mechanisms employed by instructors and how they are perceived by students. By examining students' perspectives on teacher feedback, this research aims to shed light on the effectiveness of various feedback strategies, uncover potential challenges, and identify opportunities for improvement. This study seeks to capture the nuanced nuances of student experiences with teacher feedback in writing class. By exploring themes such as clarity, timeliness, relevance, and impact, we aim to provide educators with valuable insights into refining their feedback approaches to better support student learning and development.

2. LITERATURE REVIEW

2.1 Feedback in Writing Class

Feedback has a major influence on the world of education, plays a role in showing how the level of student understanding and student abilities. Feedback can also be in the form of praise, suggestions and even corrections as we usually find at school. Good feedback will certainly produce a good response from students, but it will also produce other perceptions, where feedback is seen as unwanted, hurtful, and frustrating because of the views of students who value feedback such as cornering or showing weaknesses. But that doesn't stop the teacher from giving the feedback. Because, feedback has provided a lot of help to students and teachers in the class to better master the lessons, revise and even improve to improve students' understanding abilities.

The Feedback has a very influential role in improving students' writing skills, more precisely to know the progress of students, the level of student involvement in the learning process, and responses to revisions that are needed and expected from students (Parr & Timperley, 2010). Basically, feedback is information about how students are doing their efforts to achieve goals (Wiggins 2012). Feedback is information received in response to messages that have been sent previously. (Purba. 2020). In other words, feedback is a form of direct response communicated by the audience to the sender of the message or sender (Kusnaedi, 2009).

2.2 Types of Feedback

As for the type of feedback used by the teacher, this really needs to be reviewed considering that it will affect and have a positive or negative effect on students.Dinham (2008) explained that feedback could be written, spoken and/or gestural to indicate approval, encouragement or criticism.

1. Written Feedback

Written Feedback is feedback given by the teacher in written form. Mahfoodh (2011), in his study, found that written feedback from the teacher is important and useful for improving the writing skills of the students. Also, in her study, Rosdiana (2017) found that written corrective feedback was considered helpful and was more appreciated.

2. Oral Feedback

Oral Feedback is feedback that is given in the form of oral, spoken or expressed. According to Brookhart (2008:4), oral feedback is interactive feedback which the teacher can talk with the students. So this feedback is usually given directly by the teacher in front of the students. From this feedback, students can find out what kind of comments the teacher gave to their writings and how the responses were obtained for their writings.

Effective Feedback

To provide effective feedback to help students improve their learning performance in the writing class is certainly not an easy thing, teachers are required to be able to improve students' writing skills, by providing feedback that is right on target and can be accepted by students, Feedback needs to be effective and clear. As cited in Nicol (2008), Pelligrino, Chudowsky and Glaser (2001) state that "feedback needs to be relevant, and for this to be possible, the teacher would need to know

something about the student – her prior level of understanding, her ability to use the feedback advice and, in an ideal situation, something about what emotional reaction the student might have to the feedback". Hattie and Timperley (2007) say that effective feedback must answer three major questions:

1. Where am I going? (What are the goals?)
2. How am I going? (What progress is being made toward the goal?)
3. Where to next? (What activities need to be undertaken to make better progress?)

Nicol (2008) advises that to be effective it is vital to "ensure that the feedback is consistently linked to the expected learning outcomes and that students keep revisiting the goals and criteria when they try to make sense of received feedback".

Knight (2002) as cited in Nicol (2008) also advises to give "feedback as 'feed-forward', which is advice about improvement in future performance of tasks of a similar type. Examples might include suggesting goals to focus on in future when trying to improve or specific strategies that might be applied". Therefore providing effective feedback is capital. teachers to make significant changes to student learning performance. The identified characteristics of effective feedback are positive feedback, specific, personal, timely, non-judgmental, there is interaction with the giver of feedback, given immediately, from an expert source, simple and task-oriented. While the factors that influencing the provision of feedback includes the content of the feedback, the delivery method, credibility of the giver of feedback and training, (Herlina I.S. et al 2012).

From these characteristics, it can be seen that it is not an easy thing to provide effective feedback, as well as factors that can affect feedback, the teacher must strengthen consideration and choice of words that are able to hit the target of feedback.. If feedback is not received by students, or not perceived as intended by the provider, it is unlikely that the feedback message will achieve its intended effect of supporting student learning, (Van 2019). Students who perceive that giving feedback is negative will of course give a different response from the teacher's expectations, on the other hand students who see the feedback in a positive form towards them will definitely produce a different response, which allows the student to successfully capture new knowledge that will help in revising his writing.

3.   METHODS

Student perceptions of teacher feedback in writing class. The most dominant feedback used by teachers in writing classes, and students' perceptions of teacher feedback in research learning writing classes. This survey has two parts of questions, the first part of 1-15 will answer about the type of feedback, while the next part of 16-30 is a statement that will answer how students perceive the feedback. These are all closed questions. There were 20 participants in this study who studied in the Writing English Department class at Jabal Ghafur University. The participants were students in semesters 2, 4 and 6. In this research, questionnaires and interviews will be used with students in semesters 2, 4 and 6 of the English Department at Jabal Ghafur University. Researchers distributed questionnaires with links from Google Forms to students. The questions consist of 30 questions, questions 1-15 are about types of teacher feedback and 16-30 are about students' perceptions. The questions for each interview consist of 7 questions.

The data collection process includes two main methods:

1) Questionnaire:

The researcher distributed a questionnaire via Google Form to students in semesters 2, 4, and 6 of the English Department at Jabal Ghafur University. Students were directed to respond to the questions based on their actual experiences.

2) Interview:

Interviews were conducted to gather information directly from the source. The steps involved in this data collection method were as follows: The researcher prepared a set of interview questions for the participants. The researcher then met with students from semesters 2, 4, and 6 of the English Department at Jabal Ghafur University. Using a smartphone, the researcher recorded all responses during the interviews. The researcher transcribed the interview results into a table format to facilitate clear analysis.

Data Analysis:

To calculate the percentage of students' responses for each statement in the questionnaire, the researcher utilized the formula outlined by Sudijono (2008):

$$P = (f / N) \times 100$$

Where:

P = Class percentage

f = Total percentage score

N = Number of students

4. RESULTS

The survey results offer valuable insights into students' perceptions of teacher feedback in the writing class. Across various statements, it is evident that the majority of students hold positive views regarding the purpose and utility of feedback. For instance, a significant portion of respondents (65%) expressed agreement that feedback serves as informative guidance on their performance, while an even larger proportion (95%) either agreed or strongly agreed that feedback aims to enlighten recipients and aid in overcoming academic challenges. Furthermore, a substantial majority (85%) recognized the availability of feedback from diverse sources, including their university environment. The overwhelming majority of students (75%) confirmed receiving feedback from their lecturers, suggesting a consistent engagement with this aspect of the learning process. Additionally, a considerable percentage of respondents (80%) believed that feedback is regularly provided by lecturers in the writing class, highlighting the perceived importance of feedback within the instructional setting. Moreover, students generally endorsed the efficacy of both oral and written

feedback methods, with 90% agreeing that these approaches are appropriate for correcting and revising their writing. Notably, suggestions provided directly by lecturers were deemed easier to understand by a significant portion of respondents (80%). Similarly, a vast majority (95%) indicated that lecturers offer oral feedback, with half of the respondents noting its repetitive nature to ensure comprehension. Written feedback, particularly in the form of corrections on answer sheets, was considered beneficial for revision by 90% of students. However, the prevalence of X marks as a form of written feedback received mixed perceptions, with 75% either agreeing or strongly agreeing with its utility. Critically, the survey also highlighted areas where improvements could be made, such as the consistency of feedback delivery after midterms, with 75% indicating occasional receipt rather than frequent feedback. Nonetheless, students generally endorsed the practice of receiving feedback related to previous lessons, with 95% indicating its occurrence at the beginning of subsequent sessions. Overall, these results underscore the importance of feedback in the writing class and offer valuable insights for educators seeking to optimize their feedback strategies to better meet student needs and enhance learning outcomes.

These results provide insights into how students perceive various aspects of feedback in the writing class, including its purpose, sources, frequency, and effectiveness. The majorities of students seem to value and acknowledge the importance of feedback provided by their lecturers. The presentation of results suggests areas where the feedback process is perceived positively as well as potential areas for improvement or clarification in the feedback mechanisms employed by instructors.

5. DISCUSSION

In discussing the results of the survey on students' perceptions of teacher feedback in the writing class, several key themes emerge that warrant further exploration and consideration. These themes encompass the purpose and effectiveness of feedback, students' experiences with different feedback modalities, the role of feedback in the learning process, and areas for potential improvement in feedback delivery. Firstly, the overwhelmingly positive response towards the purpose of feedback highlights students' recognition of its importance as a tool for enhancing learning and academic performance. The majority of respondents acknowledged feedback as informative guidance aimed at enlightening recipients and aiding in overcoming academic challenges. This finding suggests that students value feedback not only for its evaluative function but also for its role in promoting growth and improvement.

Furthermore, the endorsement of both oral and written feedback methods underscores the multifaceted nature of feedback delivery in the writing class. While oral feedback was perceived as valuable for immediate clarification and comprehension, written feedback, particularly in the form of corrections on answer sheets, was deemed beneficial for revision purposes. However, mixed perceptions regarding the use of X marks as a form of written feedback indicate a potential area for clarification or improvement in feedback practices. The survey results also shed light on the role of feedback in the learning process, with students indicating its prevalence throughout their academic experiences. The majority of respondents confirmed receiving feedback from their lecturers and noted its regular provision during teaching and learning activities. Moreover, the practice of receiving feedback related to previous lessons at the beginning of subsequent sessions suggests its role in reinforcing learning and facilitating continuity in students' understanding.

Despite the generally positive perceptions of feedback, the survey also identified areas for potential improvement in feedback delivery. For instance, the occasional receipt of feedback after midterms highlights a potential inconsistency in feedback practices that could be addressed to enhance students' learning experiences. Additionally, while the majority of students endorsed the provision of feedback related to previous lessons, further exploration into the frequency and effectiveness of this practice may be warranted to optimize its impact on student learning outcomes.

In conclusion, the survey findings provide valuable insights into students' perceptions of teacher feedback in the writing class, highlighting the importance of feedback in promoting learning and academic development. By recognizing students' perspectives and experiences with feedback, educators can tailor their feedback strategies to better meet the needs of their students, ultimately fostering a supportive and enriching learning environment. Further research and dialogue in this area are essential to continually refine feedback practices and enhance student learning outcomes in the writing class.

6. CONCLUSION

In conclusion, the survey examining students' perceptions of teacher feedback in the writing class reveals valuable insights into the role, effectiveness, and reception of feedback within the academic context. Overall, the findings underscore the significance of feedback as a vital tool for promoting learning, enhancing academic performance, and fostering student growth. The overwhelmingly positive response towards the purpose and utility of feedback indicates students' recognition of its importance in providing informative guidance and facilitating academic progress. Students value feedback not only as a means of evaluation but also as a mechanism for enlightenment and overcoming academic challenges. The endorsement of both oral and written feedback modalities highlights the multifaceted nature of feedback delivery in the writing class. While oral feedback is valued for its immediacy and clarification, written feedback, particularly in the form of corrections, is seen as beneficial for revision and improvement.

However, certain aspects of written feedback, such as the use of X marks, may require further clarification or refinement to ensure their effectiveness. Moreover, the prevalence of feedback throughout the learning process underscores its integral role in facilitating students' understanding and retention of course material. The provision of feedback related to previous lessons serves to reinforce learning and promote continuity in students' academic development. Despite the generally positive perceptions of feedback, the survey also identifies areas for improvement, such as the need for more consistent feedback delivery after midterms and further exploration into the frequency and effectiveness of feedback related to previous lessons. In summary, the survey findings emphasize the importance of feedback in the writing class and its potential to enhance student learning outcomes. By recognizing and addressing students' perspectives on feedback, educators can tailor their feedback strategies to better meet the needs of their students, ultimately creating a more supportive and effective learning environment. Continued research and dialogue in this area are essential for refining feedback practices and maximizing their impact on student success in the writing class and beyond.

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