The EFL Lecturers' Feedback on Pre-Service Teachers' Writing Performance In Online Instruction

Baiq Rabiatul Adawiyah[1,] Baiq Sumarni[2]

Universitas Pendidikan Mandalika, Indonesia

Email Correspondence: bqsumarni@undikma.ac.id

Abstract

Based on the facts about problems in teaching and learning of writing, it shows that the teaching learning of English in classrooms has not achieved the goals yet. Many students face many problems in writing. In addition, because of the situation happen in our world caused by Pandemic, it poses a special challenge for educators because in this situation learning takes place online. In this case, feedback is considered the most important factor in determining the success of the message to be conveyed to the recipient of the message. Concerning to the learning, Irons (2008) suggests that feedback is any information, process or activity carried out to accelerate student learning based on comments related to the results of assessing student development. In conducting a research entitled "The EFL Lecturers Feedback on Pre-Service Teacher Writing Performance in Online Instruction" in which this aims at identifying the types of feedback provided by lecturers on pre service teachers' writing performance in online instruction and also to describe the implementation of the feedback provided by lecturers on pre-service teacher writing performance in online instruction. By means of applying interviews to 3 writing lecturers of faculty of culture, management, and business at UNDIKMA, the lecturer lecturers often used direct corrective feedback and electronic feedback in giving feedback on pre-service teacher writing performance in online instruction. The lecturers give some signs or clue to indicate the students writing mistakes, repeated explanations, add closeness to communication and give alternative answer for each students mistakes. It was also found that the feedback provide by the lecturers contain affective points. it also found that the implementation of lecturer feedback was more focused on general level feedback concerning the results of students' writing. the implementation of feedback emphasizes communication so that the feedback process can run smoothly, provides detailed explanations and gives students the opportunity to correct their mistakes in writing.

Keywords: EFL Lectures; feedback; teachers' writing performance; online instruction.

1. INTRODUCTION

English is the language which is used by most countries in the world for communication. English has four basic skills; they are speaking, listening, writing, and reading. Writing is regarded as a productive skill which aims at assisting students in expressing written idea. The use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. Students may find difficulties in writing in a good and right form of English. According to Byrne (1990:3), there are some difficulties related to writing. Firstly, there is psychological difficulty in which students as writers have to decide an idea and express this. Secondly, there is linguistic difficulty in the language used in written language which is different from that of used in speech. Thirdly, there is cognitive difficulty in which students have to organize their ideas on texts with signal words to make the sequence of paragraphs well arranged. Based on the facts about problems in teaching and learning of writing, it shows that the teaching learning of English in classrooms has not achieved the goals yet. Many students face many problems in writing. They need activities which attracts them to write. However, after the emergence of the Covid-19 outbreak in the hemisphere, the education system and teachers began looking for innovation in the teaching and learning process. The pandemic poses a special challenge for educators because in this situation learning takes place online. This condition requires educational institutions to innovate in the learning process. One form of this innovation is by learning online or online (in a network). In this case, feedback is considered the most important factor in determining the success of the message to be conveyed to the recipient of the message. The relationship of feedback in the learning process is a form of communication between teachers and students, students and students, as well as students with themselves which are integrated as a whole. Lecturers /teachers usually provide feedback on assignments, exercises, daily tests, learning efforts, mastery of a skill, and so on, that the student /student has attempted. To provide feedback, the lecturer can do both verbally and non verbally. ased on the elaboration above, the researcher is interested in conducting a research entitled "The EFL Lecturers Feedback on Pre-Service Teacher Writing Performance in Online Instruction".

2. METHODOLOGY

This research used a descriptive qualitative method. This kind of research would be conducted to describe a situation and what exists at the time of the study to get certain information. Kriyantoro said that "qualitative research aims to explain phenomena by collecting data as deep as possible". Denzin and Lincoln (1994:3) stated that qualitative research involves the studied use and collecting of a variety of empirical material case study, personal experience, introspective, life story interview, observational, historical, interactional, visual text that describes routine and problematic moment and meaning in individuals' lives. The subject of this study is the writing lecturers of faculty of culture, management, and business at UNDIKMA, which the total number are 3 lecturers. The researcher used interviews for collecting the data from the informan. The type of interview in this research is the open-ended interview, and the researcher uses open-ended items to collect the data. After interviewing the participants and collecting the data, the researcher transcribed the data. The method of analyzing data that is uses in this research is Creswell's theories by doing following steps (Creswell, 2009:183). In this research, the researcher used the triangulation of data sources technique to test the validity of data. Triangulation of data sources uses a variety of different data source. Variations in this research use documents, interview results, observations result, or interviewing more than one participant who is considered to have different points of view.

3. FINDINGS

Regarding the type of feedback provided by the lecturer, based on interviews, the lecturer shows a balance in utilizing direct corrective feedback with electronic feedback in providing feedback for student writing. The results of the interview showed that the lecturer provided alternative answers when students made a mistake in defining a 'paragraph' and wanted them to check the correct answer for themselves. The lecturer also invited the students to know the exact meaning of some of the words that the students had wrongly written. On the other hand, the lecturer gave an immediate response if there was an error in the student's writing and the lecturer suggested the correct answer. Furthermore, based on the interview findings, for several reasons, the lecturer used electronic feedback. Due to current conditions, the use of electronic feedback is more widely used because the learning process is carried out online. However, they added that written feedback is also relevant because it can monitor their progress, identify specific language areas for further development, and provide authentic evidence of their mistakes. This is in line with the results of research put forward by researcher Endah Dwi Rahmawati (2015) which states that there is a change between before and after being given oral and written responses on the quality of students' writing and responses given in writing further improve the quality of students' writing. This can be seen from the students 'writing after giving verbal and written responses to the quality of students' writing. This means that verbal and written responses can improve the quality of students' writing.

The dialogue is as below:

Tanya : Jenis feedback apa saja yang anda gunakan ?

Informant 1 : direct corrective feedback and electronic feedback

Informant 2 : written feedback dan kadang" oral feedback

Informant 3 : direct corrective feedback dan electronic feedback sesuai kondisi

This proves that direct feedback is the type of feedback commonly used by educators. Because this type of feedback is easy to implement and students can easily understand the feedback provided by the lecturer. This is by following per under the results of research put forward by Muh Arief Muhsin (2018) who in his research stated that students have different conditions, but most are more likely to agree to be given feedback after speaking or after making mistakes. The most powerful reason is the lack of experience of students in learning

English so they want to get immediate feedback. However, in a situation like this where the learning process is carried out online, the lecturer provides feedback using this type of electronic feedback. Namely by utilizing technology during the online learning process, thus the process of providing feedback is still carried out even in unfavorable situations. The aspects that underlie the use of this type of feedback are related to the situation that is happening during the learning process and the needs of students.

That was indicated as the following dialogue:

Tanya : aspek apa yang mendasari anda menggunakan jenis feedback tersebut ?

Informant 1 : karena aspek kondisional

Informant 2 : karena kondisi

Informant 3 : written feedback bila mahasiswa menyerahkan tugas makalahnya berupa file, maka saya memberikan written feedback. Oral feedback saya berikan disaat mereka latihan menulis, secara langsung saya memberikan feedback biasanya oral corrective feedback.

Based on the information provided by the informant, the conditional aspect is one of the reasons for the use of direct corrective and electronic feedback. In other cases, the type of use of feedback also depends on every need and situation that occurs during the learning process in the classroom. Adjustments are needed so that the type of feedback used can be effective when used and according to student needs.

In the implementation of giving responses, based on the results of the interviews there are differences in providing answers. In the implementation of giving feedback, communication is very important to build between lecturers and students. In a situation like today, communication between social media is used effectively. This is done so that the approach and giving feedback to students can be maximized. Furthermore, the lecturer provides the opportunity for students to correct and revise their mistakes and provide repeated feedback so that students understand better. In the implementation of giving feedback, the lecturer also provides alternative answers to be considered and explained

directly so that students can immediately revise any mistakes in student writing. With this type of direct corrective feedback and electronic feedback, the application of feedback can be done optimally, because according to the informant, direct corrective feedback can be used offline and electronic feedback can be used online.

Based on the dialog below:

Tanya : bagaimana implementasi dari jenis feedback yang anda gunakan ?

Informan 1 : implementasi hanya dilakukan online, tidak bisa offline. Jika direspon akan berlanjut ke via chat agar komunikasi tetap terjalin. Dan menggunakan private message.

Informan 2 : saya membaca tulisan mahasiswa. Mahasiswa menulis kesalahan grammar, word-choice, misspelling, mechanics, dan semantic, maka saya memberikan written corrective feedback. Saya juga memberikan alternative kalimat untuk dipertimbangkan. Pemberian jenis feedback ini lebih kepada corrective feedback terkait struktur kalimat atau grammar. Organisasi dan konten tulisan biasanya saya jelaskan secara oral.

Informan 3 : dengan langsung memberikan electronic feedback dan memberikan mahasiswa kesempatan untuk merevisi kesalahan dalam penulisannya.

Including in its implementation, the process of providing feedback must also be by following per under the type of feedback used. At this stage, the lecturer takes on the main task as a feedback provider by applying the type of feedback by following per under its application. This will help students to more easily accept everything given by the lecturer, one of which is giving feedback.

Regarding the difficulty of the lecturer in giving feedback to students, the lecturer realizes that the process is not easy. A clear explanation is needed so that students understand the feedback given. Based on the dialogue under this :

Tanya   : apakah anda mengalami kendala dalam pembeian feedback selama proses pembelajaran ?

Informan 1: kesulitan muncul disaat beberapa mahasiswa tidak mengerti feedback yang diberikan. Ketika seperti ini, saya harus menjelaskan ulang secara oral. Penguasaan kosakata bahasa inggris yang lemah membuat mahasiswa juga kesulitan menyusun kalimat dengan baik.

Informan 2 : komunikasi tidak langsung, respon lambat, kuota tidak ada, jaringan dan kurangnya teknologi

Informan 3 : ketidakpahaman mahasiswa, sulit memahami, dan perlu berkali-kali pemberian feedback

Based on the information provided by the informant in giving feedback, the student's lack of understanding of the feedback process caused students to not understand the feedback given, this led to the need for repeated explanations so that the process of submitting feedback was easily understood by students. The communication factor also affects the giving of feedback because communication must be well established during the giving of feedback in the learning process. and weak mastery of English vocabulary is also a factor of difficulty in itself for students in composing good sentences. This factor comes from the difficulties of each individual, usually caused by a lack of student motivation in learning English. It takes away to overcome difficulties in giving feedback, a solution to overcome this difficulty is for lecturers to explain back orally, improve communication by providing easy access for students, and improve their understanding of errors in writing and the last to increase mastery in English writing with a lot read.

Associated with the results of giving feedback, during the learning process. The results given are quite helpful for lecturers in offline learning. The results obtained make it easier for

lecturers to deliver material to students so that the results or student writing processes can be maximized.

Based on the dialogue under this :

Tanya : bagaimana hasil setelah pemberian feedback selama proses pembelajaran?

Informan 1 : terdapat perubahan walaupun tidak signifikan dan perlu bertahap

Informan 2 : mahasiwa mengerti apa yang saya jelaskan secara tertulis.mereka menjadi sangat berhati-hati dalam menulis setiap kalimat bahasa inggris ketika latihan menulis. Mahasiswa juga sedikit demi sedikit memahami dengan baik perbedaan bahasa lisan dan tulisan.

Based on the information provided by the informant, the results obtained in providing feedback can be a positive step towards the learning process. Students' writing ability increases because students already understand what is explained so that it provides a good understanding of spoken and written language. By giving awards, the results obtained also affect student behavior, students become more careful in writing. Understand more deeply about the correct writing structure and pay attention to the writing in more detail so that mistakes do not occur. This is by following per under the results of the research stated by Wahyu Anggraini (2015) which shows that the average learning outcomes and self-efficacy of students by providing feedback are higher than students without giving feedback. The changes that occur need to be done gradually to get significant results. However, providing feedback regularly is expected to bring big changes to any problems during the learning process.

Different arguments are said:

Informan 3 : hasil pemberian feedback tidak terlalu signifikan, karena feedback yang diberikan tidak terlalu memberikan dampak.

This happens because it is related to the current situation and the giving of feedback is also limited to the effect of the online learning process so that the process of giving feedback is not maximal to be given to students causing the results obtained do not achieve the goal of giving the feedback itself.

Based on the results of the interview, the benefits of giving feedback are quite helpful for students in the learning process. Giving feedback can help make mistakes in their writing. This is indeed the main goal of giving feedback, namely getting positive benefits and bringing good changes during the feedback process.

Based on the dialogue under this :

Tanya   : apa manfaat yang diperoleh dalam pemberian feedback selama proses pembelajaran ?

Informan 1 : menghasilkan proses penulisan yang mulai terarah untuk menjadi lebih bagus.

Informan 2 : siswa merasa diperhatikan, meningkatkan writing, feedback ditambah motivasi membuat siswa memperbaiki tulisannya dan berjanji untuk memperbaiki kesalahan dalam penulisan

Informan 3 : mahasiswa dapat memperbaiki tulisannya dan terus melatih diri praktik menulis. Mahasiswa juga menambah pengalamannya dalam menulis. Mereka menjadi mengerti menulis bahasa inggris. Mereka bisa membedakan mana bahasa lisan dan tulisan.

In terms of the benefits of providing feedback obtained by the lecturer during the learning process, it can be a practical writing exercise for students, students become accustomed to writing activities so that they can improve students' writing skills by producing structured and directed writing processes. The benefits of providing feedback in addition to the learning process can also be a forum for students and lecturers to approach during the learning process. Giving feedback makes students feel cared for so that it can create a

comfortable learning atmosphere. Providing feedback can also add to students' insights and experiences during the learning process of writing. This is in line with the results of research put forward by Pandu Eka Putra Ariana (2018) which shows that learning with feedback has a high effect on student achievement and motivation. Researchers hope that the various benefits obtained in providing feedback can be a solution to students' difficulties in dealing with writing errors.

4. DISCUSSION

It is clear that even though the lecturer focuses on the students' writing, the process of providing feedback is also the main objective that is recommended to achieve maximum results in providing feedback and the resulting product is the student's ability to write. This is by following per under the results of the analysis by Dayat (2018) which states that all students say that written corrections are important for lecturers to make to improve their writing skills. The results obtained from giving feedback can also improve themselves. - believe, structured writing process. and increase student motivation in correcting any writing errors. This is in line with the results of research stated by Tri Haryanto Ali Wargito (2018) which states that they feel happy and are greatly helped by the use of direct corrective feedback to generate motivation in correcting errors in writing. But apart from the positive side, feedback that emphasizes The results still have obstacles, namely requiring repeated and detailed explanations, and an emotional and communication approach is needed in carrying out the feedback process to improve students' writing skills. Lack of technology in the current situation and problems related to online learning also have an impact on the difficulty of providing feedback. Because students' lack of understanding of the process of giving feedback is also the biggest difficulty in providing feedback during the learning process.

In general, researchers agree that providing feedback to students can improve students' writing skills, but it must be with the appropriate type of feedback used in various conditions and situations. In addition, it must be considered whether in providing feedback and its implementation, students' writing skills can improve and become the motivation for students to correct their writing errors. This is by following per under the opinion of experts Leki (1991) who believe that giving feedback is one of the important methods in helping the student writers improve their writing pieces.

In addition, feedback must be conveyed both during the writing process and during the writing process and the results obtained are useful during the learning process. This is by following per under the results of research by Tiara Eliza (2019) which shows that the feedback strategy provides positive results in achieving predetermined learning objectives. If the lecturer tries to comment on and corrects only the final version of the student's work, the lecturer will be exhausted and the students will give up. One alternative is to provide feedback through the writing process because being good writers students keep changing, adding to, perfecting what they have written. Having said that, feedback during the writing process seems very plausible.

The process of providing direct feedback also has a great influence on student understanding in the process of providing feedback. Coupled with motivation, of course, it gets better. Furthermore, direct feedback and electronic feedback are generally more effective in providing clear and concrete suggestions. This is by following per under the results of research from Cici Riksa Wiliyanti, (2017) which states that the two types of electronic feedback techniques are likely to be effective in improving the quality of students' writing. In conclusion, electronic feedback is proven to be able to improve the quality of students' writing, especially in the aspect of language use. The giving of feedback is adjusted to the conditions of the students and what is happening in the field. Direct corrective feedback is very often used and available in all conditions, and for pandemic conditions such as today, lecturers provide feedback with the type of electronic feedback

5. CONCLUSION

There are two main research questions to answer in this research. The first research question was about the types of lecturers feedback on pre service teacher writing. The second one was about the implementation of lecturers feedback on pre service teacher writing performance in online instruction. Based on the data and discussion in the previous chapter, the following conclusions are drawn:

1. Regarding the first research question, it was found that the lecturers often used direct corrective feedback and electronic feedback in giving feedback on pre-service teacher writing performance in online instruction. The lecturers give some signs or clue to indicate the students writing mistakes, repeated explanations, add closeness to communication and give alternative answer for each students mistakes. It was also found that the feedback provide by the lecturers contain affective points. The lecturers feedback mostly contain some comments

to strengthen students positive emotion. The lecturers provide praise in their feedback with motivation for improving student writing performance.

2. With regard to the second research question, it was found that the implementation of lecturer feedback was more focused on general level feedback concerning the results of students' writing. the implementation of feedback emphasizes communication so that the feedback process can run smoothly, provides detailed explanations and gives students the opportunity to correct their mistakes in writing

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