

E-ISSN 2655-8323



# BORJU : Borneo Educational Journal

Volume 1 No 1, February 2019



Published by :  
UNIVERSITY OF WIDYA GAMA MAHAKAM  
FACULTY OF TEACHER TRAINING AND EDUCATION

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## Teachers' Feedback in Writing Class through Online Platforms in Higher Education

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### Abstract

The purpose of this study is to explore the types and implementation of online feedback that the teacher uses during online writing class. It also investigates the students' responses to the teacher's feedback. This research was conducted using a qualitative descriptive method. The participants of this study were 4<sup>th</sup>-semester students in writing class. The results of the study show that the teacher uses three online platforms in teaching writing, namely: *What's App Group*, *Zoom*, and the university e-learning program *Moodle*. It is found that the teacher applied verbal and written feedback during the teaching-learning process. The feedback was given that are given directly and indirectly in synchronous and asynchronous class activities via *Zoom* meeting and assignments features via *Moodle*. However, what's app group was only used for daily class communication. the study found that the *WhatsApp* application is not suitable for giving feedback in writing class, because writing feedback needs longer sentences and it is not practical for the teacher to give feedback via *What's app*. Additionally, Students show positive perceptions toward the types and techniques of the feedback given by the teacher. Students generally agree that teachers' feedback motivates and give a positive impact on writing learning activities and improves their writing ability.

**Keywords:** *feedback; online platforms; online learning; writing.*

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**DOI** : 10.24903/bej.v4i2.1012

**Received** : May 2022

**Accepted** : June 2022

**Published** : August 2022

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## 1. INTRODUCTION

Writing is one of the basic aspects that need to be mastered in addition to speaking, listening, and reading skills when learning a language. Writing skills have an important role to help students achieve academic success through writing which will later be used as evidence in fulfilling the learning process. Regarding its significance, ESL/EFL students are expected to have good writing skills. Text coherence and cohesion are considered to have an important role to help to understand and interpret written messages (Sanu, 2016; Arbain, 2017; Poudel, 2018). In terms of efforts to improve writing skills, teachers can provide feedback on students' writing results. Teachers' written feedback has an important role in students' writing (Srichanachon, 2012; Arbain & Nur, 2018; Merilia et al, 2019). Sources of providing feedback do not only come from the teacher but also feedback can come from peers and computers. Although peer feedback has been applied in some writings, many students still prefer to get feedback from their teachers.

Based on the preliminary study result by interviewing some students at university levels, it is found that, usually, the teacher always provides feedback on the students' writing results. Giving feedback is often done in writing, namely by writing some comments or underlining words that need to be replaced into words or sentences that are more in line with writing English in a special book for writing. The teacher also provides feedback orally, namely by reviewing as a whole and in general through the lecture method to all students about some common mistakes in writing that are mostly done by students. Giving feedback now cannot be given face-to-face due to the Coronavirus pandemic, which is spreading very quickly to various countries, including Indonesia, which makes online learning implemented. Teachers who teach online must intuitively decide how to navigate the virtual classroom and find ways to interact with students effectively, therefore teachers can be selective in choosing online learning media to create a learning process and provide effective online feedback.

To support distance learning in the writing class, teachers can provide feedback online. Various online platforms can be used by teachers in writing classes, especially for providing feedback, such as WhatsApp Group (WAG), Google Classroom, Edmodo, and Zoom (Keristiana, 2019; Assidqi and Sumarni, 2020; Nur et al, 2020) Based on the explanation above, it becomes interesting to know how to provide feedback in writing classes through online platforms. This research is intended to examine how the process of providing feedback through online platforms in writing class.

The aims of this research include: (1) To describe what types of feedback are given by the teacher in writing an online class (2) To identify how teachers provide feedback through online platforms in a writing class (3) To explore the students' responses toward the feedback given in writing class through online platforms. Research on online teacher feedback for writing classes is limited in scope. First, this research focuses on the feedback provided by the teacher through online platforms. Second, focus on the type of feedback given by the teacher in writing class through online platforms. Third, this study concern students' responses to feedback from teachers through online platform. However, this study does not examine the level of effectiveness of providing feedback on student scores

## 2. METHODOLOGY

This research is descriptive research with a qualitative approach. The subjects of this research are a lecturer in the academic writing course and 4th-semester students of the English education study program in the academic writing class. The location that is used for this research is the Muhammadiyah University of Surabaya in the English education study program. The instruments that are used in this research are interviews, documentation, and questionnaires. Observations in this study were carried out by observing the provision of feedback through an online platform in the academic writing class. The instrument used is a checklist and field notes. Interviews in this study were conducted with the teacher of the Academic Writing course where the interview process in this study was conducted to obtain information related to the process of providing online feedback through several online platforms. This interview question has been previously validated. In this study, the questionnaire functions to collect information related to student responses to feedback provided by lecturers through an online platform. The validated questionnaire was distributed to 214th students of the English Education Study Program in the academic writing class. To find out the highest number of the three online platforms, namely *UMSurabaya Moodle*, *WAG*, and *Zoom* from each category of the questionnaire, the results of the questionnaire will be calculated according to the Likert scale below:

Table 1. Likert scale of students' response

Answers	Point
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

### 3. FINDINGS

In this section, the researcher presents the findings made during the research. The researcher divided into several parts according to the problem formulation, namely:

#### 3.1 Types of Online Feedback The Teacher Use in Writing Class

##### 3.1.1 Verbal Feedback

From the research results, the researcher found that verbal feedback only appeared through the *ZOOM* online platform. Based on the interview The teacher gave two types of verbal feedback, namely direct and indirect. The teacher provided direct feedback given directly after students make sentences via Zoom. While indirect feedback is given by the teacher usually for one week after the students collect their writing assignments.

##### *Direct feedback*

Direct feedback through *ZOOM* is given by the teacher directly, namely during the teaching and learning process. Usually, direct feedback appears when students make a sentence idea after the teacher gives the material. This feedback is not used too much by the teacher, it depends on the number of students who are actively making sentences based on the material being taught. There are three direct feedbacks found. This feedback is only given through the online platform *ZOOM*. The direct feedback that was found was “*kalimat yang dibuat sudah benar*”, “*Kaya tadi mas devi tadi, semisal mau menulis penyebab orang merokok, itu gapapa tulis aja semuanya, faktor dll*”, “*Kalimat yang dibuat sudah bagus Elvira.*”

##### *Indirect feedback*

Indirect verbal feedback is only found in *ZOOM*. This feedback is used by the teacher to discuss students' common mistakes in the results of their writing assignments that they have collected previously. The teacher provides sufficient instructions to allow self-correction to be made. There were four verbal indirect feedbacks found. The following feedback was found, namely “*Dalam penulisan comparative dan contrats harus menggunakan the first, the second kemarin masih banyak yang belum menggunakannya*”, “*Dari hasil pekerjaan kemarin saya rasa sudah cukup bagus*”, “*Bagian introduction rata rata sudah benar*”, “*Kemarin masih banyak yang menggunakan sumber yang sama tanpa di paraphrase.*”

##### 3.1.2 Written Feedback

From the results of the study, it was found that written feedback only appeared on the *UMSurabaya Moodle* online platform. This feedback is given only indirectly, namely written in the *UMSurabaya Moodle* feedback feature, and is usually given one to two weeks after student assignments are submitted.

### ***Indirect feedback***

The researcher found as many as twenty indirect feedback in writing, some examples of such feedback include: “*Your thesis statement is not clear. But your supporting details and conclusions are good*”, “*Very good, but try to develop your idea in supporting details*”, “*I can't find a clear thesis statement, your supporting details are also cohesive and coherent*”. “*I couldn't find the thesis statement, supporting details, and conclusions*”, *And there are others.* From the findings above, it was found that the teacher gave more indirect feedback than direct feedback in the writing class.

### **3.2 The Way Teacher gives feedback through online platforms.**

In this section, to make it easier for readers, the researcher divides it into 3 parts how to provide feedback through the online platforms *UMSurabaya Moodle*, *Zoom*, and *WhatsApp group*. The researcher also shows the techniques that teacher uses in providing feedback, which includes:

#### **3.2.1 Teacher's Feedback through *UMSurabaya Moodle***

Moodle is the first online platform most often used by the teacher in providing feedback in writing class. The teacher only provides indirect feedback in writing. The feedback technique used is correcting after reading the entire student script and providing sufficient instructions to allow self-correction to be made. Although this feature has a complete display such as voice and video features, the teacher does not use these features.

#### **3.2.2 Teacher's Feedback through *ZOOM***

The online platform used by teachers in providing further feedback is *ZOOM*. From the research, the researcher found the form of the feedback given is only verbal both direct and indirect feedback, although *ZOOM* also has a chat feature that allows for written feedback. This is because *ZOOM* is an online platform that has the main function of conducting video conferencing, where interactions between teachers and students such as questions and answers and giving feedbacks, themselves become more flexible than just through text messages.

#### **3.2.3 Teacher's Feedback through *WhatsApp Groups***

From the results of the interviews, the teacher said that providing feedback via *WhatsApp Group* was the last option when the teacher was unable to teach through *ZOOM* or *UMSurabaya Moodle*. The teacher said that providing feedback through this online platform existed when the teaching and learning process was carried out through the WA group and it was very rarely, she did except in urgent circumstances. This platform is



mostly used for short communication between the teacher and students such as notification of links to join *Zoom* and also questions and answers if there is feedback on *UMSurabaya Moodle* that students do not understand, According to the teacher WA Group is not suitable for giving feedback because the material taught in writing classes is already entered the long essay category. Although the WA Group feature is also adequate for use as feedback because it has quite complete features such as voice notes, sending files in the form of documents, chat fields, and even making video calls.

### **3.3 Techniques Used in Giving Feedback**

Based on 5 categories of feedback-giving techniques according to Byrne (1980; 1975) cited (Hadiyanti, 2013), namely the teacher provides sufficient instructions to allow self-correction to be made, and The teacher corrects the script. The teacher handles errors through marginal comments and footnotes. The teacher explains orally to students individually. The teacher uses errors as illustrations for class explanations. Based on the result of observation researcher found that the teacher only used 4 techniques in providing feedback through online platforms. From the observations that the researcher has done, the first technique that the teacher most used is The teacher corrects the script. Giving feedback using this technique is more often done by the teacher through the *UMSurabaya Moodle* online platform. The teacher provided feedback on each student's writing after correcting the student's writing script. This technique is always used by the teacher in providing feedback so that no mistakes are missed. The second technique most often used by teachers in writing classes is the teacher to provide sufficient instructions to allow self-correction to be made so that students can correct the writing errors referred to by the teacher.

The next technique is the teacher explains orally to students individually the technique is not widely used by teachers in providing feedback in online writing classes. This technique is only used through the Online ZOOM meeting platform. The form of verbal feedback given by the teacher using this technique generally addresses common mistakes that are often made by students or when correcting students who make sentences directly while learning on Zoom. Although the online platforms *WAGroup* and *E-learning UMSurabaya* also have features to support verbal feedback, the teachers do not use these two online platforms to provide feedback using this technique verbally. The next technique for giving feedback is for the teacher to use errors as illustrations for class explanations. This feedback technique is very rarely used. The form of feedback is used about common mistakes made by students. The teacher discusses them through the ZOOM online platform. The teacher gives an error made by the student and

provides a solution for the error made by the student in the writing class. Finally, the technique that the teacher does not use at all. Namely, The teacher handles errors through marginal comments and footnotes. The teacher does not use this technique through the online platforms *WAGroup*, *ZOOM*, or *UMSurabaya Moodle*. In the form of written feedback, the teacher always provides feedback on the feedback feature provided by the online platform, not comments in the form of files (footnotes/Marginal).

### **3.4 The Student's Responses toward Teacher's Feedback in Online Platforms**

To obtain data related to students' perceptions of the feedback provided by the teacher through online platforms in the writing class, the Researcher has distributed questionnaires to students and divided them into several parts, namely:

#### **3.4.1 Types and Forms of Feedback**

The following Table 2 is a questionnaire result that has been answered by 21 students in the writing class. Each questionnaire result is divided into 3 parts, the number with brackets is the number of students who choose the answer, and the number with percent is the percentage of the total choice. From percentage item number 1, it was found it concluded that most students agree with the statement "The teacher gives more verbal feedback through these following online learning platforms (*UMSurabaya Moodle*, *ZOOM*, *WAGrup*)". Meanwhile, to find out which online platform shows the most verbal feedback in the writing class, the researcher has calculated the number of scores based on the scoring rubric. These results can be concluded that the most verbal feedback appears on the *ZOOM* online platform.

From the percentage item number 2 above, it was found that most students agree with the statement "The teacher gives more written feedback through these following online learning platforms" (*UMSurabaya Moodle*, *ZOOM*, *WAGrup*). Meanwhile, to find out which online platform has the most written feedback in the writing class, the researcher has calculated the number of scores based on the scoring rubric. These results can be concluded that the most written feedback appears on the *UMSurabaya Moodle* online platform. From the percentage item number 3 above, it concluded that most students agree with the statement "The teacher provides more direct feedback through these online learning platforms." (*UMSurabaya Moodle*, *ZOOM*, *WAGrup*). Based on the scoring rubric. The results can be concluded that the most verbal feedback appears on the *ZOOM* online platform. The results of data obtained following the results of classroom observations that have been carried out by researchers where direct feedback is often found on the *ZOOM* online platform.

**Table 2. Types and forms of feedback**

No.	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
<b>TYPES AND FORMS OF FEEDBACK</b>					
1.	The teacher gives more verbal feedback through the following online learning platforms.				
	<i>UMSurabaya Moodle</i>	(3) 14,28%	(12) 57,14%	(5) 23,80%	(1) 47,6%
	WAG ( <i>WhatsApp</i> Group)	(6) 28,7%	(12) 57,14%	(3) 14,28%	(0) 0%
	<i>Zoom</i>	(6) 28,7%	(15) 71,42%	(0) 0%	(0) 0%
2.	The teacher gives more written feedback through the following online learning platforms				
	<i>UMSurabaya Moodle</i>	(10) 47,6%	(10) 47,6%	(0) 0%	(1) 4,76%
	WAG ( <i>WhatsApp</i> Group)	(4) 19,04%	(12) 57,14%	(5) 23,80%	(0) 0%
	<i>Zoom</i>	(4) 19,04%	(12) 57,14%	(5) 23,80%	(0) 0%
3.	The teacher provides more direct feedback through these online learning platforms.				
	<i>UMSurabaya Moodle</i>	(4) 19,04%	(13) 61,90%	(2) 9,52%	(1) 4,76%
	WAG ( <i>WhatsApp</i> Group)	(6) 28,57%	(9) 42,85%	(6) 28,57%	(0) 0%
	<i>Zoom</i>	(5) 23,80%	(14) 19,04%	(2) 9,52%	(0) 0%
4.	The teacher gives more indirect feedback through these online learning platforms.				
	<i>UMSurabaya Moodle</i>	(4) 19,04%	(11) 52,3%	(5) 23,80%	(1) 4,76%
	WAG ( <i>WhatsApp</i> Group)	(7) 33,33%	(6) 28,57%	(8) 38,09%	(0) 0%
	<i>Zoom</i>	(5) 23,80%	(10) 47,6%	(6) 28,57%	(0) 0%
5	The feedback given by the teacher in the writing class is in the form of symbols.				
	<i>UMSurabaya Moodle</i>	(3) 14,28%	(10) 47,6%	(6) 28,57%	(2) 9,52%
	WAG ( <i>WhatsApp</i> Group)	(6) 28,57%	(8) 38,09%	(6) 28,57%	(1) 4,76%
	<i>ZOOM</i>	(3) 14,28%	(12) 57,14%	(5) 23,80%	(1) 4,76%

From the percentage item, 4 above it concluded that most students agree with the statement “The teacher gives more indirect feedback through these online learning, based on the scoring rubric concluded that most indirect feedback appears on the online platform ZOOM. The score results show that the highest score indicates that indirect feedback appears the most on the ZOOM online platforms, this is different from the results of observations made

by researchers. To find a valid answer, the researcher conducted a short interview to confirm the students' answers. The results of the interview found that students did not understand the difference between direct and indirect itself, some other students said that they were less focused when answering the questionnaire on this question. From the percentage table number 5 above, it concluded that most students agree with the statement “The feedback given by the teacher in the writing class is in the form of symbols.” (*UMSurabaya Moodle, ZOOM, WAGrup*). Meanwhile based on the scoring rubric. From the calculation results, it can be concluded that the most frequent feedback symbols appear on the Zoom online platform. this is different from the results of observations made by researchers where no feedback was found at all in the form of symbols on these online platforms. To find a valid answer, the researcher conducted a short interview to confirm the students' answers. The results of the interview found that they were less focused when answering the questionnaire on this question.

### **3.4.2 The Clarity of Teachers' Feedback**

In this section, to make it easier for readers, the researcher categorizes the questionnaire questions about the clarity of giving teacher feedback according to the type of online platform. Each questionnaire result is divided into 3 parts, the number with brackets is the number of students who choose the answer, the number with percent is the percentage of the total choice, and the yellow number shows the results of the score calculation based on the scoring rubric. Based on the percentage item number in Table 3, it concluded that most students agree with the statement “The feedback given by the teacher in writing class through these online platforms clear”. From the total point based on the rubric score on student responses the feedback given by the teacher is more comprehensive through Zoom. From percentage item number 2, it concluded that most students agree with the statement “The feedback given by the teacher in the writing class is by the assessment rubric guidelines given by the teacher”. While from the total point based on the rubric score based on student responses the feedback given by the teacher is more suitable with the rubric score through Zoom.

Based on the percentage item number 3, it concluded that most students agree with the statement “You understand the feedback given by the teacher through these online platforms”. While from the total point based on the rubric score based on student responses the feedback given by the teacher is more understandable by the students through *WAGroups and Zoom*. Overall based on this category from the average feedback given by the teacher in writing class the highest point is through in Zoom. Its means that the feedback in ZOOM was clear,

understandable, and suit to the rubric score. So that's why each meeting schedule teacher always uses Zoom online platform both learning process and to provide feedback itself.

**Table 3. The Clarity of Teachers' Feedback**

THE CLARITY OF TEACHERS' FEEDBACK					
1	The feedback was given by the teacher in writing class through these online platforms clearly.	Strongly Agree	Agree	Disagree	Strongly Disagree
	a. <i>UMSurabaya Moodle</i>	(7) 33,33%	(12) 57,14%	(1) 4,76%	(1) 4,76%
	b. WAG ( <i>WhatsApp</i> Group)	(7) 33,33%	(10) 47,61%	(4) 19,04%	(0) 0%
	c. <i>Zoom</i>	(7) 33,33%	(13) 61,90%	(1) 4,76%	(0) 0%
2	The feedback given by the teacher in the writing class is in accordance with the assessment rubric guidelines given to the teacher.				
	a. <i>UMSurabaya Moodle</i>	(5) 23,80%	(15) 71,4%	(1) 4,76%	(0) 0%
	b. WAG ( <i>WhatsApp</i> Group)	(7) 33,33%	(10) 47,61%	(4) 19,04%	(0) 0%
	c. <i>Zoom</i>	(8) 38,09%	(13) 61,90%	(0) 0%	(0) 0%
3	You understand the feedback given by the teacher through these online platforms.				
	a. <i>UMSurabaya Moodle</i>	(6) 28,57%	(12) 57,14%	(2) 9,52%	(1) 4,76%
	b. WAG ( <i>WhatsApp</i> Group)	(7) 33,33%	(11) 52,38%	(3) 14,28%	(0) 0%
	c. <i>Zoom</i>	(5) 23,80%	(15) 71,42%	(1) 4,76%	(0) 0%

### 3.4.3 Students' Perception of Online Feedback

The table below shows the results of the answers to as many as 21 students in the writing class. The results of this questionnaire are to determine students' perceptions of the feedback provided by the teacher through online platforms. Each questionnaire result is divided into 3 parts, the number with brackets is the number of students who choose the answer, the number with percent is the percentage of the total choice, and the yellow number shows the results of the score calculation based on the scoring rubric.

Based on the percentage item number 1 in Table 4, it concluded that most students agree with the statement "The feedback was given by the teacher in writing class through these online platforms did not disturb the students". While based on the rubric score It can be concluded feedback given by the teacher through *WAGroups* is more not disturbed. The percentage items number 2 above concluded that most students agree with the statement "Feedback given by teachers in writing classes through these online platforms can have a positive impact on you.

While from the total point based on the rubric score it was concluded that based on student responses the feedback given by the teacher is more give a positive impact on the rubric score through Zoom. Based on the percentage item number 3 above it concluded that most students agree with the statement “The feedback given by the teacher helps your writing assignment process”. Among the three online platforms above. feedback the most to help students in the process of writing assignments. The researcher has calculated the number of scores based on the scoring rubric from the calculation results that the feedback that teachers provide through the online platform ZOOM is more helpful in the students' writing process.

The percentage item number 4 in Table 4 shows that it concluded that most of the students agree with the statement “Feedback given by the teacher in writing class can motivate you.”. Among the three online platforms above it can be concluded that the feedback that teachers provide through the online platform ZOOM motivates students more. Based on the percentage item number 5 above it concluded that most of the students agree with the statement “Feedback given by the teacher in writing class can improve your writing skills.”. The researcher has calculated the number of scores based on the scoring rubric from the calculation results it can be concluded that the feedback that teachers provide through the online platform ZOOM can further improve students' writing skills.

From the percentage item number 6, it concluded that most students agree with the statement “Feedback given by the teacher in the writing class can improve your skills, especially in grammar through these online platforms”. Among the three online platforms above, *UMSurabaya Moodle*, *WAGroups*, and *Zoom* to find out which online platform provides feedback that can improve students' writing skills the most. The researcher has calculated the number of scores based on the scoring rubric from these results, it can be concluded that the feedback that teachers provide through the online platform ZOOM can further improve students' writing skills, especially grammar. From the percentage item number 7, it concluded that most students agree with the statement “Overall, you are satisfied with the feedback given by the teacher through these online learning platforms.” Among the three online platforms above, *UMSurabaya Moodle*, *WAGroups*, and *Zoom* to find out which online platform provides feedback that can improve students' writing skills, especially grammar. The researcher has calculated the number of scores based on the scoring rubric it can be concluded that the feedback that teachers provide through the online platform ZOOM can further improve students' writing skills, especially grammar.

**Tabel 4. Students' Perception of Online Platforms Feedback**

STUDENTS' PERCEPTION					
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	In the process of writing essays/assignments, you feel disturbed by the corrections given by the teacher through these online platforms.				
	a. <i>UMSurabaya Moodle</i>	(2) 9,52%	(4) 19,4%	(11) 52%	(4) 19,04%
	b. WAG ( <i>WhatsApp</i> Group)	(3) 14,28%	(3) 14,28%	(13) 61,90%	(3) 14,28%
	c. <i>Zoom</i>	(2) 9,52%	(5) 23,80%	(12) 57,14%	(2) 9,52%
2.	Feedback given by teachers in writing classes through these online platforms can have a positive impact on you.				
	a. <i>UMSurabaya Moodle</i>	(6) 28,57%	(13) 61,90%	(1) 4,76%	(1) 4,76%
	b. WAG ( <i>WhatsApp</i> Group)	(9) 42,85%	(9) 42,85%	(3) 14,28%	(0) 0%
	c. <i>Zoom</i>	(5) 23,80%	(16) 76,19%	(0) 0%	(0) 0%
3.	The feedback was given by the teacher to help your writing assignment process				
	a. <i>UMSurabaya Moodle</i>	(7) 33,33%	(12) 57,14%	(1) 4,76%	(1) 4,76%
	b. WAG ( <i>WhatsApp</i> Group)	(9) 42,85%	(9) 42,85%	(3) 14,28%	(0) 0%
	c. <i>Zoom</i>	(8) 38,09%	(13) 61,90%	(0) 0%	(0) 0%
4.	Feedback given by the teacher in writing class can motivate you.				
	a. <i>UMSurabaya Moodle</i>	(6) 28,57%	(13) 61,90%	(0) 0%	(2) 9,52%
	b. WAG ( <i>WhatsApp</i> Group)	(7) 33,33%	(11) 52,38%	(3) 14,28%	(0) 0%
	c. <i>Zoom</i>	(8) 38,09%	(13) 61,90%	(0) 0%	(0) 0%
5.	Feedback given by the teacher in writing class can improve your writing skills.				
	a. <i>UMSurabaya Moodle</i>	(6) 28,57%	(13) 61,90%	(0) 0%	(2) 9,52%
	b. WAG ( <i>WhatsApp</i> Group)	(9) 42,85%	(9) 42,85%	(3) 14,28%	(0) 0%
	c. <i>Zoom</i>	(7) 33,33%	(14) 66,66%	(0) 0%	(0) 0%
6.	Feedback given by the teacher in the writing class can improve your skills, especially in grammar through these online platforms.				
	a. <i>UMSurabaya Moodle</i>	(7) 33,33%	(12) 57,14%	(0) 0%	(2) 9,52%
	b. WAG ( <i>WhatsApp</i> Group)	(6) 28,57%	(12) 57,14%	(3) 14,28%	(0) 0%
	c. <i>Zoom</i>	(5) 23,80%	(15) 71,42%	(1) 4,76%	(0) 0%
7.	Overall, you are satisfied with the feedback given by the teacher through these online learning platforms.				
	a. <i>UMSurabaya Moodle</i>	(7) 33,33%	(12) 57,14%	(0) 0%	(2) 9,52%
	b. WAG ( <i>WhatsApp</i> Group)	(7) 33,33%	(10) 47,6%	(3) 14,28%	(1) 4,76%
	c. <i>Zoom</i>	(8) 38,09%	(12) 57,14%	(1) 4,76%	(0) 0%

## 4. DISCUSSION

In this section, the researcher presents a deeper explanation of the findings obtained during the study. This discussion aims to answer the three problem formulations, namely the type of feedback given by the teacher through the online platform, the way the teacher provides

feedback, and the student's perception of the feedback that the teacher provides through the online platform. To discuss more deeply the answers to the three problem formulations, the researcher matched the theories related to teachers' feedback in writing class.

The first findings were that the teacher gave direct and indirect feedback in the writing class both verbally and in writing. This is in line with (Hadiyanti, 2013) who states that direct and indirect feedback are types of feedback in the writing class. The teacher gives verbal feedback at ZOOM. The teacher used Bahasa when providing feedback through Zoom and used English for written feedback at *UMSurabaya Moodle*. Neither direct nor indirect feedback was found in the WhatsApp group. The Teacher provides feedback by writing directly in the feedback feature on *UMSurabaya Moodle* and verbally on ZOOM using the video conference feature. From the results of the study, it was found that the teacher only gave feedback in the writing class through *ZOOM and UMSurabaya Moodle*. Even though from the results of research by Assidqia (2020) WA Group is one of the most frequently used online platforms as online learning media. The teacher does not use WAGroup as a learning media, The teacher only uses it as communication between the teacher and students. Based on the results of the interview, the teacher said that providing feedback through the online platform was less effective and considered impossible because the material that had been taught had entered the long essay category, where according to him WAG was only suitable for use when the learning material was still in simple tenses)

Furthermore, related to students' responses to the feedback that the teacher gave online in the writing class, the results were quite satisfactory. Criteria for good feedback according to Bijami, Kashef, and Nejad (2013) are a) helping explain how good performance standards, b) facilitating self-reflection as learning, c) Giving quality information to students in learning, d) Encouraging teachers and peers' discussion while studying, e) Encouraging positive motivation and self-confidence feedback. Based on the good feedback criteria above, the results of the questionnaire and observations showed that the feedback the teacher gave was by these criteria. The results of the questionnaire also show that ZOOM achieved a dominant score in each category, this shows a positive response to the feedback that the teacher gave through other online platforms, namely *UMSurabaya Moodle and WAGroup*. based on the results of student responses, it shows that the feedback that the teacher gives via Zoom is considered clearer, more in line with the assessment rubric, easier to understand, more helpful for students in the writing process, more motivating, and further improving students' writing skills, and so on.



Therefore, based on the results of the interview, it was found that teachers used the Zoom online platform more often than other online platforms.

From the results of interviews, the teacher said that providing feedback through online platforms made it easier for teachers to provide feedback in the writing class because of the features that made it easier to give feedback itself, besides that the teacher said that online platforms made students more orderly and organized in collecting writing assignments than in class. offline this is because there is a clear deadline on online platforms. However, there are several drawbacks to using online platforms as feedback, namely, the time required is more limited compared to offline classes and students are more easily bored and sleepy when the teacher gives feedback one by one on the online platforms.

## **5. CONCLUSION**

Based on the research "Teachers' Feedback In Writing Class Through Online Platforms In Higher Education Setting" with three research questions. From the results of the study, Teachers use all types of direct and indirect forms of feedback written and verbal on the online platforms *ZOOM and UMSurabaya Moodle*. The researcher did not find data on the use of WA Group as a medium for providing feedback in the writing class. The teacher mostly uses written feedback and indirect feedback in writing classes through online platforms. The teacher provides feedback through the features that are already available, namely the feedback feature in UMSurabaya Moodle, and provides verbal feedback on ZOOM by delivering it directly and verbally to students. Although the two online platforms provide various forms of features, teachers only use one of the existing features. According to the teacher, the use of these features is used according to the conditions and functions of the online platform. The teacher does not use the voice or video features at UMSurabaya Moodle because according to him it will take a lot of time and be less effective, as well as feedback on Zoom, the teacher does not use the chat feature because according to him the chat feature is not effective only when there is an emergency such as signal disturbances.

The last is the student's response to the feedback given by the teacher through online platforms in the writing class. The results showed that many students felt that the three online platforms had met the criteria as good online platforms for providing feedback. The three online platforms are considered clear, objective, help improve students' writing skills, and have a positive impact on them although the type of feedback that the teacher gives on each online platform is not the same based on student perceptions, almost all students are satisfied with the feedback that the teacher provides and so on. this shows that the teacher's feedback is by the

online platforms used. The results of the questionnaire also show that the highest average number of points is based on the scoring rubric, feedback on the ZOOM online platform is assessed by students as clearer, easier to understand, motivating, able to improve students' writing skills, able to improve students' grammar skills, and under the assessment rubric in class. write. Not only that, overall students are more satisfied with the results of the feedback provided by the teacher through the ZOOM online platform. Therefore, this is in line with the results of interviews and observations where teachers always use Zoom in every online writing class learning process. From the conclusions above, ZOOM can be used as the best choice to provide feedback in the writing class.

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