

**THE STUDENTS' PERCEPTION TOWARD
LECTURER'S FEEDBACK IN
WRITING CLASS AT ENGLISH
EDUCATION STUDY PROGRAM OF
PERADABAN UNIVERSITY**

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Abstract

The objective of the study is to describe the students' perception toward lecturer's feedback in writing class at the fifth semester of English Education Study Program Peradaban University in the academic year 2016/2017. The result shows that 90% of students express the positive perception for direct feedback; they like the form of feedback when the lecturer uses red pen to underline and circle their mistakes by providing the correct answer in

their writing. For indirect feedback, only 10% of students express the positive perception; they like if the lecturer uses red pen to underline and circle their mistakes in writing without giving them the correct form. For the clarity of feedback, 97% of students express the positive perception, where feedback put by the lecturer can be read and is easy to be understood. For the students' feeling after accepting feedback; 94% of students express their positive perception; they have been motivated to improve their writing skill after they know their score. For the students' action after accepting feedback; 94% of students give their positive perception; they would like to try and revise the mistakes in writing. Moreover, they try to correct answer and ask their friends after they get unclear feedback from the lecturer.

Keywords: students' perception, lecturer's feedback, writing class

A. Introduction

Writing is one of the skills that must be learnt by the students. Writing is not like listening, speaking and reading. In writing, the students need a lot of vocabularies to create a paragraph, to correct grammatical pattern, to arrange form of the word well. Zemach and Rumisek (2003: 5) describe that writing is very important for the academic context as it helps the students to achieve academic success in their writing, as the evidence of learning like in notes and summarizes. In composing good writing, there are some aspects. Grammar is one of the important aspects in order to make good structure in writing. Gerot and Wignel (1994: 3) explain that grammar is very important because it can help the students in understanding written in language.

Langan (2011: 22-35) says that process of writing as a classroom activity includes the four basic writing levels. Those are planning, drafting, revising, and editing. During the process of planning level, the students are encouraged to write. The drafting level focuses on the accuracy of writing and it is not pre-occupied with grammatical accuracy or the neatness of the draft. Next level is revising, the students re-write their text on the basic of feedback given. In revising level, the students need feedback from their lecturer. If the students' mistakes on their writing are ignored by the lecturer, they will not learn from their mistakes and there will not have any progression on their writing. The last level, editing, is engaged in fixing up their texts as they prepare the final draft for evaluation by the lecturer.

According to Srichanyachon (2012: 8), the definition of feedback is information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. The lecturer's feedback is very important for helping the students' having a learning difficulty in individual manner by means of responding to learn outcomes. The lecturer's feedback usually uses the code, such as underlines, circles, and redpen.

The writers describe the students' perception toward lecturer's feedback in writing class. In English Education Study Program of Peradaban University, there are four classes of writing such as Writing I (Sentence-Based Writing), Writing II (Paragraph-Based Writing), Writing III (Genre-Based Writing) and Writing IV (Academic Writing). The writers choose writing III, because the process of learning in it is making paragraphs of genre such as descriptive, procedure, recount, analytical exposition, and etc. In

this class, the students convey their thinking, arguments and idea through writing, so the students need guidance from the lecturer to correct their writing.

Therefore, the writers collect the data of the documentation from the students' final test result of Writing III class, where the answer sheets of the students have been given the feedback by the lecturer. The lecturer's feedback is important in this research because the lecturer's feedback will help the writers to describe the students' perception toward lecturer's feedback in writing class and to understand the students' mistakes in writing.

B. Literature Review

According to Pinki (2014: 58), perception is the process through which an individual selects, organizes and interprets the information her or his receives in order to do something that makes sense. The perception of a situation at a given time may decide if and how the person will act. The person can interact with his or her environments using five senses, which are vision, hearing, taste, smell and touch.

Mahmud (1990: 41) explains that the process of perception involves the sensation process, which is the acceptance of the stimuli through sense organ. Unumeri (2009: 24) offers, "The quality of input that is a process attracts determines the quality of output that the process gives out. Correspondingly, the perceptual inputs are first received, and then processed by the perceiver and the resultant output becomes the lease of the behaviour."

The factors influencing on perceptions are categorized into the emotion, motivation, attitude, culture and the factors affecting perception.

1. Emotion

Wang (2007: 2) says that emotions are a set of states or results of perception that interprets the feelings of human beings on external stimuli or events in the binary categories of pleasant or unpleasant. Emotional state will affect the way that we perceive. An emotion is a personal feeling derived from one's current internal status, mood, circumstances, historical context, and external stimulation.

2. Motivation

According to Wang (2007: 4), motivation is a willingness or desire triggered by an emotion or external stimulus to pursue a goal or a reason for triggering an action. There are suggestions that the extent of our motivation will affect the speed and way in which we perceive the world.

3. Attitude

Wang (2001: 5) also declares that attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior, weighted by evaluations of those outcomes or attributes.

4. Culture

Demuth (2013: 60) explains that to analyze cultural and social effects on a specific individual's perception, we must be able to eliminate individual differences and to identify only those influences which are characteristic of the students for the whole group of percipients.

5. Factors Affecting Perception

According to Unumeri (2009: 32), the perceptual mechanism is basically affected by two factors, namely the internal and external factors.

a. Internal Factor

Internal factor comes from the students themselves, such as thought, feeling, action, willingness, needs, and experience.

b. External Factor

External factor comes from the outside of students, such as educational background, environment and culture.

Feedback is an essential component of any English language writing course. Srichanyachon (2012: 8) explains that the definition of feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. Feedback is valuable when it is received, understood and acted on.

Feedback is how the lecturer behaviour helps the students who have learning difficulty in an individual with a given idea of the students' result in writing, so the students understand more the materials of the lecturer which is given (<http://www.umpan-balik.pdf.com>, accessed on Friday, December 9th 2016 at 08.33 am).

Feedback to students is an important feature of assessment in higher education. The function of feedback is to give motivation for students' and to know the students' mistakes when they write can be inspiration to write better (<http://www.umpan-balik.pdf.com>, accessed on Friday, December 9th 2016 at 08.33 am).

There were two benefits of feedback, which are:

1. For the lecturer is to take a judgment, whether the writing needs to be repair or resume, to reflect the effective behavior, and to appreciate how is relevant between learning aspects with students skill in materials as the wish by lecturer.

2. For the students is to increase the achievement of study consistent, and also give the students motivation to more rehearse, to help the students appearance the appreciate (skill). (<http://www.umpan-balik.pdf.com>, accessed on Friday, December 9th 2016 at 08.33 am).

According to Department of Education and Communities (2015: 1), there are two types of feedback, which are:

1. Oral Feedback

Oral feedback usually occurs during a task. It sometimes underestimates because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way.

2. Written Feedback

Written feedback provides the students with a comment, correction and/or marks in their writing given by the lecturer. The lecturer should provide the specific comments for students' errors with suggestion about how to improve writing well and give positive comments in order that they have motivation for next process off writing.

There are two forms of feedback, which are:

1. Direct Feedback

Ahmad in Suryani (2016: 8) describes that direct feedback tells about when teacher provides the correctness for the students' writing, if the students revise the text, and he or she needs only to transcribe the correction into the final version.

2. Indirect Feedback

Srichanyachon (2012: 10) explains that indirect feedback uses to be appropriate, more effective and also gives some benefits to students' long-term writing development than direct feedback.

Ahmad in Suryani (2016: 8) states that indirect feedback tells about when the lecturer indicates in some way that an error exists but doesn't provide the correction, thus letting the writer know that there is a problem but leaving it for the students to solve it. There are two points of indirect feedback:

a. Coded Feedback

Lee in Putra (2016: 13) describes that coded feedback is when the lecturer explicitly indicates that errors provide a brief explanation without any correction and leaves it for the students to correct by themselves.

b. Un-coded Feedback

According to Lee in Putra (2016: 13), this feedback is more complicated in that students correct their errors by identifying them and use their acquire knowledge to self-correct such errors. Underlining un-coded feedback refers to cases when the lecturer underlines an error, circles an error, or places an error tally in the margin, but, in each case, leaves the students to detect and correct the error.

Brookhart (2008: 32) describes that clarity is important, because the students need to understand the feedback information as the lecturer intending it. Students have different vocabularies and different backgrounds and experiences. The criterion for clarity is whether the writing or speech would be clear to the individual students.

C. Method of Investigation

The writers use descriptive qualitative research. The source of data in this research is taken from the students' writing class particularly in Writing III,

which is genre-based writing. The writers use questionnaire, interview and documentation for collecting the data. The writers use quantitative and qualitative technique to analyze the data, which is the students' perception toward lecturer feedback in writing class.

D. Findings and Discussion

The analysis of the data is presented as follows:

1. The Result of the Students' Questionnaire

There are 15 statements of questionnaire items composed by the writers. All of 15 statements cover several indicators namely the form of feedback, the clarity of feedback, the students' feeling after accepting feedback, and the students' action after accepting feedback.

a. The Forms of Feedback

There are two forms of feedback extended by the lecturer. They are direct and indirect feedbacks.

1) Direct Feedback

The direct feedback is an activity when the lecturer uses red pen to underline and circle the students' mistakes by providing the correct answer in writing. For the direct feedback, it can be concluded that there are 28 students who express the positive perception or 90% students agree if they like the form of feedback when the lecturer uses red pen to underline and circle the students' mistakes by providing the correct answer in their writing.

2) Indirect Feedback

Indirect feedback is an activity when the lecturer uses red pen to underline and circle the students' mistakes without giving the correct form. For indirect feedback, there are 28 students who express the negative perception or 90% they disagree if the lecturer uses red pen to underline and circle the students' mistakes in writing without giving the correct form.

b. The Clarity of Feedback

The clarity of feedback is that the lecturer gives the feedback that can be understood by the students. There are 30 students who express the positive perception or 97% students agree if the lecturer's feedback can be read and it can be understood by the students.

c. The Students' Feeling after Accepting Feedback

For the highest percentage on the students feeling after accepting feedback, there are 29 students express the positive perception or 94% students agree that the students' feeling has been motivated to be better in next writing after they know their score. It can be concluded that the students have been motivated to improve their writing skill after they know their score.

d. The Students' Action after Accepting Feedback

For the highest percentage on the students' action after accepting feedback, there are 29 students who give the positive perceptions or 94% students agree that they would like to try and revise their mistakes in

writing. Meanwhile, if the lecturer feedback is not clear, the students try to correct the answer and ask their friends after they get feedback from the lecturer.

2. The Result of the Students' Interview

The writers asked several questions to the students at writing class, which is in Writing III (Genre-based Writing). The questions are about the students' perception in writing, the clarity of feedback, the students' feeling after receiving feedback, and the students' action after receiving feedback.

a. The Students' Perception in Writing

The students' response in writing tells about how to make a good text of genre such as descriptive text, procedure text, recount text, analytical exposition text, hortatory exposition text, discussion text, etc. The text of genre is made based on the generic structure and grammatical features in each genre. The students feel happy when the lecturer explains the material of genres; the lecturer explains the material in detail so it can be understood by the students.

When the students write a text of genre, they have the difficulties in their writing such as: grammatical structure, vocabulary, comprehension between first paragraph and the next paragraph. The first difficulty is in grammatical structure in which the students feel confused when they want to write some paragraphs of genre structurally. The second difficulty is vocabulary in which the students feel confused when they finish their final exam from the lecturer. The students say that

their vocabulary is limited, so they find difficulty to compose a text of genre.

Meanwhile, when the students do the final exam, several students feel that their writing is not appropriate with the good structure in grammar. The students are still less to improve the sentences when they compose the paragraphs of genre.

b. The Clarity of Feedback

According to the clarity of feedback, the students are encouraged to rewrite test result because the correct sign from the lecturer is easy to understand and also the feedback given by the lecturer is clear and detail. The students revise their writing to be better directly. The students feel the lecturer's feedback is clear and detail; the lecturer uses the red pen to underline and gives the circle shape to mark the mistakes on the students' writing, so it can be read and it can be understood by them. The lecturer's correction is about the structure of the sentences.

c. The Students' Feeling after Receiving Feedback

The students feel that the lecturer's feedback is very helpful and useful. Therefore, they have been motivated to learn better in the next writing.

d. The Students' Action after Receiving Feedback

The students also want to try and to write good paragraphs, they also study hard, they develop the vocabulary and learn from the mistake they did. It leads them to write in a good sentence structure and appropriate with the genre. The students feel that the lecturer's

feedback gives new knowledge about grammar and vocabulary.

The students also increase their spirit in study and learning process. There are influential factors which involve external and internal factors. The internal factor is that the students have more spirit and confidence to do the revision because the revision would improve students' writing skill. The external factor is that the students can increase their knowledge and score in the final exam.

3. The Students' Perception toward Lecturer's Feedback in Writing Class

The next step presents the students' perception toward lecturer's feedback in writing class at the fifth semester of English Education Study Program Peradaban University in the academic year 2016/2017. To find out their perception, the writers take the document. In addition, interview is also conducted to verify the data gained from the questionnaires.

a. The Type of Lecturer's Feedback

To correct the students' mistakes in writing, the lecturer uses type of feedback which is written feedback. Written feedback is very important because it helps the students to increase their writing skill.

From the document of students result in the final exam, the lecturer provides the specific correction to motivate the students for better in next writing. According to the response of student interview, he says, "*All of the correction from my lecturer can help me to do better in the next chance and I very appreciate it.*"

Based on the student interview above, the lecturer's feedback by using written feedback is very helpful for the students. It makes the students understand their mistakes.

b. The Clarity of Lecturer's Feedback

The clarity of the lecturer's feedback is very important, because students need to understand and use the information as the new knowledge. It can be shown by the student response which says, "*The lecturer's feedback is very clear and detail. Because my lecturer uses red pen to underline, circle in my writing. She gives the correct answer to the writing mistake in every single sentence.*"

Based on the student interview above, it shows that the clarity of lecturer' feedback is very clear to be understood by the students. It can be concluded that the students are able to rewrite their writing.

c. The Influences of Feedback

There are two influences of feedback, which are the positive and negative influences.

1) The Positive Influence

The positive influence of feedback is that some students feel that feedback is very important and useful, because feedback helps the students to correct and to know their mistakes in writing. Therefore, the students can write better in the next writing paragraphs of genre structurally.

2) The Negative Influence

The negative influence of feedback is that the students feel lazy to revise their writing after they get low score in writing; they feel so shame because when they

write some paragraphs of genre, they make many mistakes in their writing.

After the writers conduct this research, the writers get some important information about students' perception toward lecturer's feedback in writing class. The writers explain the data based on the description data above. The data above are collected through questionnaire, interview and documentation. The purpose of questionnaire is to get the data information of students' perception toward the lecturer's feedback in writing class. The purpose of interview is to get deep information. Then, the documentation as the support of this research also makes this research accountable and credible. This study describes based on the indicators which are the form of feedback, the students' perception in writing, the clarity of feedback, the students' feeling after accepting feedback, and the students' action after accepting feedback.

1. The Form of Feedback

The result shows that 90% of students answer the positive perception or they agree that the lecturer uses red pen to underline and circle the students' mistakes in writing and then 10% of students answer the negative perception or they disagree that the lecturer does not use red pen to underline and circle the students' mistakes in writing.

2. The Students' Perception in Writing

The students have some difficulties in writing such as grammatical structure, vocabulary, and other mistakes in writing.

3. The Clarity of Feedback

There are 97% of students who answer the positive perception or they agree that the lecturer's feedback can be understood by the

students and 3% of students answer the negative perception or they disagree that the lecturer's feedback can't be understood by the students. The lecturer's feedback helps the students to understand their mistake in writing. It also increases their motivation to revise their mistakes.

4. The Students' Feeling after Accepting Feedback

There are 94% of students who answer the positive perception that the lecturer's feedback helps the students much because it increases the students' motivation to be better in writing and only 6% of students answer the negative perception that the lecturer's feedback does not help the students because it does not increase the students' motivation to be better in writing.

5. The Students' Action after Accepting Feedback

The students would like to correct their mistakes, re-write the sentence and then discuss with other friends to clarify the writing mistakes. Therefore, the students get more knowledge and they have motivation to increase their writing skill.

E. Conclusion

There are four indicators accessed in this study. The first is the form of feedback. There are 90% of students who express the positive perception to direct feedback, the students like feedback from the lecturer by using red pen to underline and circle their mistakes in writing. The second is the clarity of feedback. There are 97% of students who express the positive perception where the feedback delivered by the lecturer can be read and it is easy to understand by the students. The third is about the students' feeling after accepting feedback. The highest percentage is that 94% of students have been motivated and they learn

more in next writing after they know their score. It means the lecturer's feedback gives positive influence toward students writing. The fourth is about the students' action after accepting feedback. The highest percentage is that 94% of students try to revise their mistakes in writing.

Acknowledgement

The writers would like to express the deepest gratitude to some people who have assisted this research. They are the students and the lecturers of English Education Study Program, Peradaban University.

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