

## CHAPTER IV

### FINDINGS AND DISCUSSION

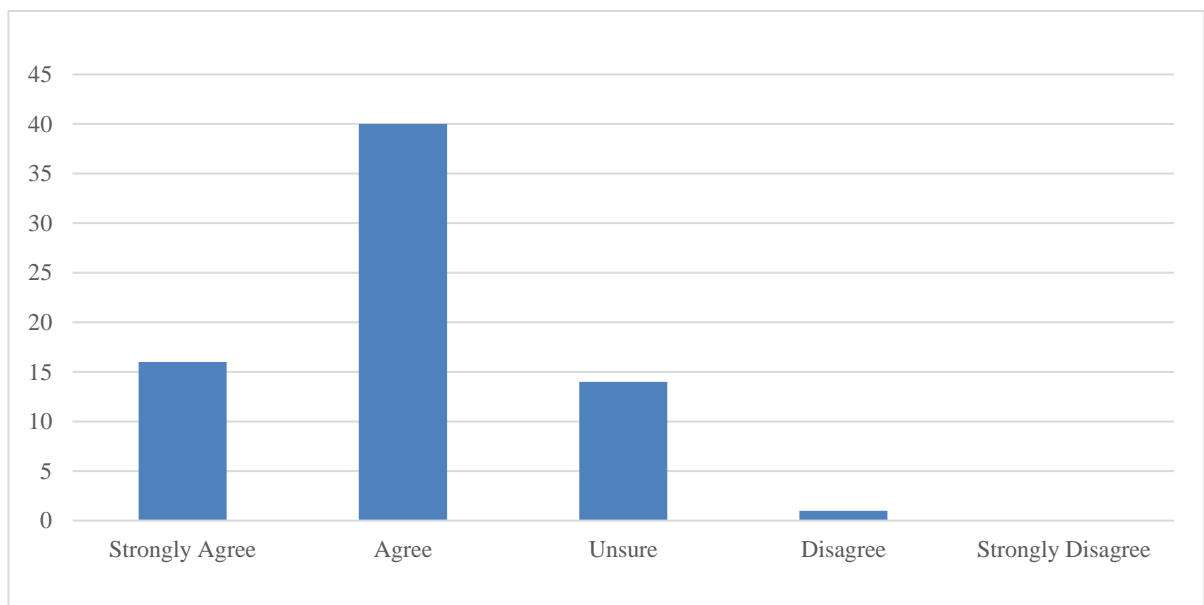
This chapter presents the findings and discussion of the research. The researcher classified data into 7 charts analysis from questionnaire and ten questions from interview.

#### A. Findings

In this section, the findings that were displayed based on the two research questions raised as follows:

##### 1. The extents the practice of feedback meets with student needs in online class

The results of the questionnaire showed that almost all students as participants had answered strongly agree and agree that in their online class applied the theories of providing feedback for online teaching by Nicol & Macfarlane-Dick (2016). The findings are reported in sequence as follows:

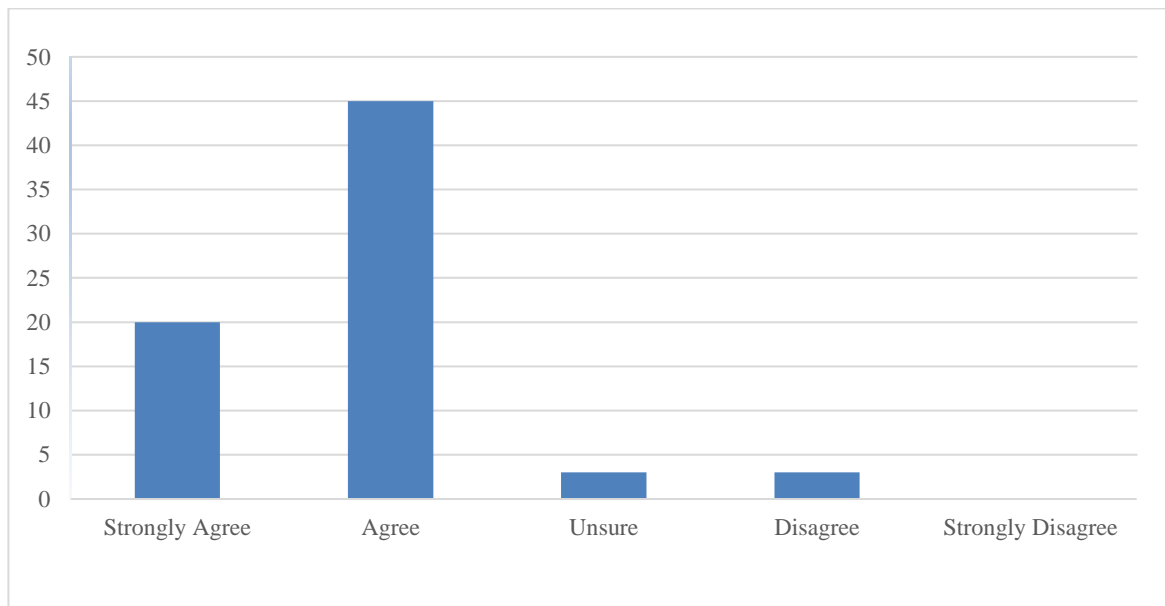


**Figure.4.1: Apply feedback by having students submit draft papers, designing incrementally assignments, and offering frequent practice opportunities.**

From the chart, it can be inferred that there were more students agree in their online class the feedback from the lecturer applied to students by having students submit draft papers, designing incrementally assignments, and offering frequent practice opportunities in online class. This meant generally the feedback was high met with the student needs based on the Likert Scale adaptation (Nemoto, 2014). After analyzing this finding, the researcher verified it by checking the opinion and explanation from the participant based on their answers in questionnaire.

Based on the explanation of students in questionnaire, 16 students answered strongly agree and 40 agree stated the feedback by lecturers in online classes are quite varied according to the statements in questionnaire. First, provided the feedback by having draft papers. A few students explained usually the lecturer gave assignment with some topics discussion then students asked to make papers of paragraph in google document. Second, provided the feedback by designing incrementally assignments. The students explained the assignments given are starting from frequent practice at online class meetings, designing assignments with different collection times based on the difficulties level, it starting from two days, one week even two weeks. In every activity such as practice during class meetings, the lecturer provided feedback for students as well as on their assignments. In their explanations, designing feedback like this was able to made them easy to understand the assignments. Therefore, they stated

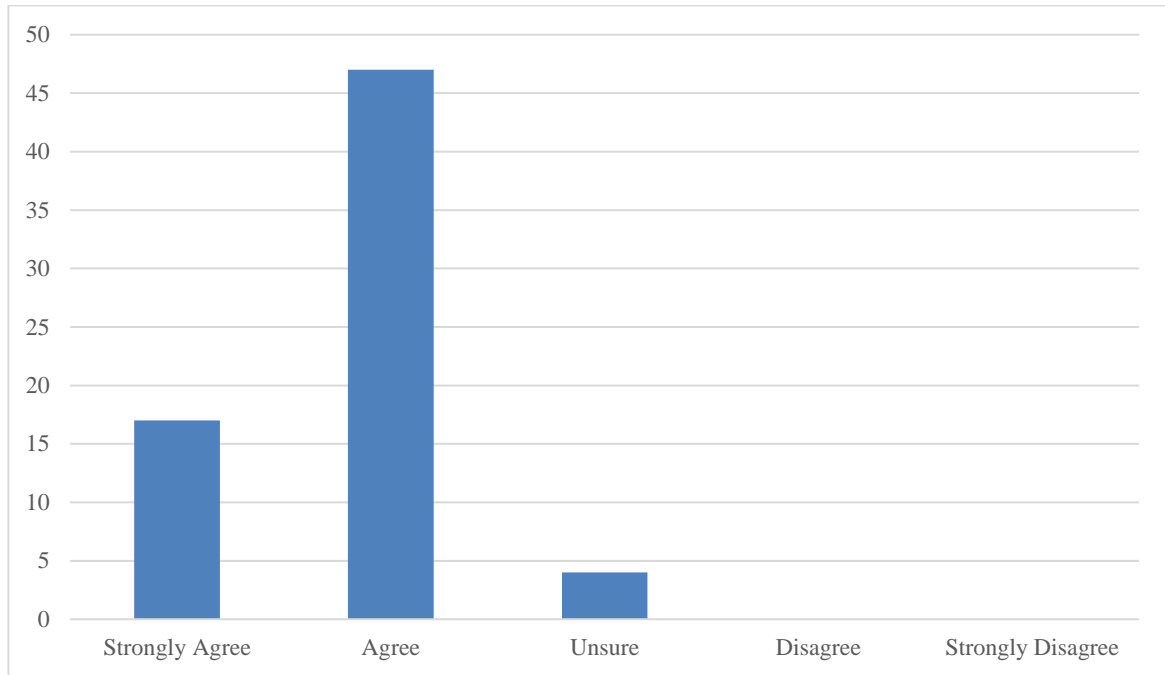
the implementation of a certain timeframe for collection the assignment made them completed their assignments properly and appropriately. Third, provided the feedback by offering frequent practice opportunities in online class. The practice was often student done in online class usually they asked to make short paragraph with certain topics then submit it on LMS. Besides, for 14 students answered unsure and 1 student answered disagree they had explanation that lecturer rarely offering frequent practice opportunities in online class it could be just explanation of learning materials and homework. In addition, they stated sometimes lecturer gave many assignments but with no feedback after they completed the assignments.



**Figure.4.2: Provided feedback with clear objectives and success criteria using rubrics, and worked samples.**

From the chart, it can be inferred that there were more students agree the feedback was able to show clear objectives and success criteria using rubrics, model assignments, and worked samples in teaching and learning process. This meant generally the feedback was high met with the student needs in online class based on Likert Scale adaptation (Nemoto, 2014). After analyzing this finding, the researcher verified it by checking the opinion and explanation from the participant based on their answered in questionnaire.

Based on the explanation of students in questionnaire, 20 students answered strongly agree and 45 agree many have the similar meaning that the feedback is able to show clear learning objectives, success criteria through the use of rubrics, and worked samples. These feedbacks usually gave before the class started and entered new topic. Some of students stated the rubric that provided to them has clear objectives, explanation, and references to improve the understanding of student on materials in learning. last, students stated that using feedback like these were very used full for their guidance to understood learning topic and doing their assignments. In the other hand, 3 students answered unsure and 3 students answered disagree they did not give clear explanation in questionnaire.

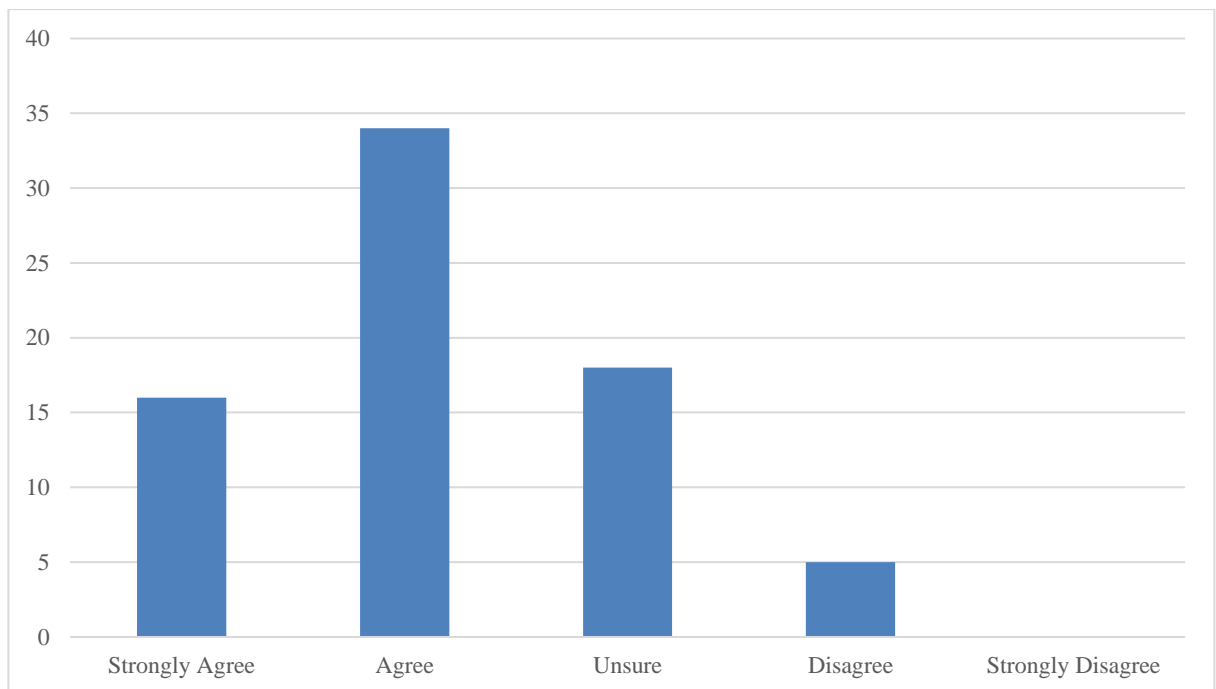


**Figure.4.3: Avoid associating feedback only with grades, praise, or comparative measure.**

From the chart, it can be inferred that there were more students answered agree that the feedback was avoiding by giving only grades, praise, or comparative measures in online class. Thus, this finding showed the feedback was generally high met with students' needs based on the Likert Scale adaptation (Nemoto, 2014). After analyzing this finding, the researcher verified it by checking the opinion and explanation from the participant based on their answers in questionnaire.

Based on students' explanation in questionnaire, 17 students answered strongly agree and 48 students answered agree had explained that usually the feedback given not only in the form of praise or grades, but also accompanied by a clear explanation

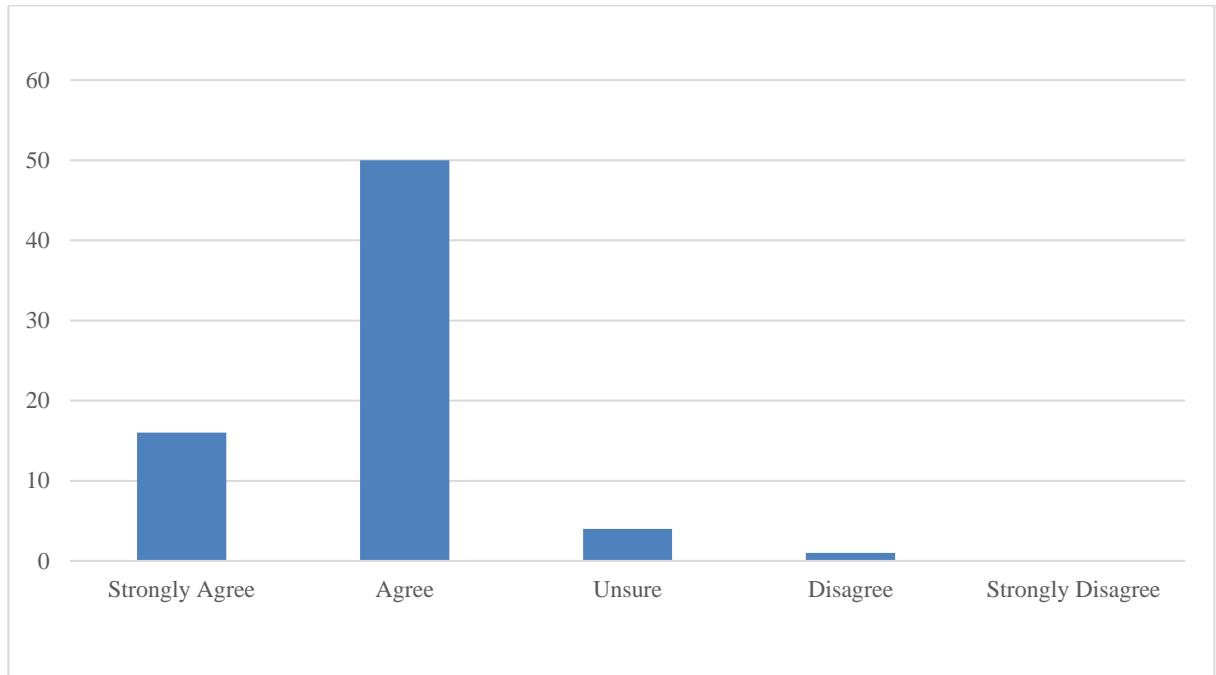
of each feedback given. They said that giving grades to their assignments was not shown directly, mostly feedback with comment or suggestion that given to students. In addition, one of them explained feedback in their class did not compare students based on their quality of the assignment that student have done, feedback from the lecturer just compare previous material with new materials as evaluation. Besides, 4 students who answered unsure stated sometimes students got feedback only grades or praise on their assignment without any clear explanation.



**Figure.4.4: Feedback as a learning orientation among students by taking quizzes or practices**

From this chart, it can be inferred that there were more students answered agree. This means the feedback is able to encourage learning orientation between students in online class by taking quizzes and practices was high met with student needs based on the Likert Scale adaptation (Nemoto, 2014). This meant generally the feedback was high meet with the student needs. After analyzing this finding, the researcher verified it by checking the opinion and explanation from the participant based on their answers in questionnaire.

Based on the students' explanation in questionnaire, 16 students answered strongly agree and 34 agree explained for taking quizzes during the teaching and learning process in online classes, they explained that the procurement of quizzes during online classes was rarely done. But they explained, they often do practice in every meeting using the LMS "learning management system". In LMS they made several short of paragraphs using certain topics where the results of their assignments can be seen by lecturers and classmates. Furthermore, the writings that students have completed at the LMS will get feedback from the lecturer, the lecturer does not provide feedback with grades directly but with correction or suggestions feedback, not only lecturers who provided comments and suggestions but also classmates are able to give feedback to each other. In addition, 18 students answered unsure and 5 students answered disagree they had similarities explanation they stated they rarely taking quizzes during online class.



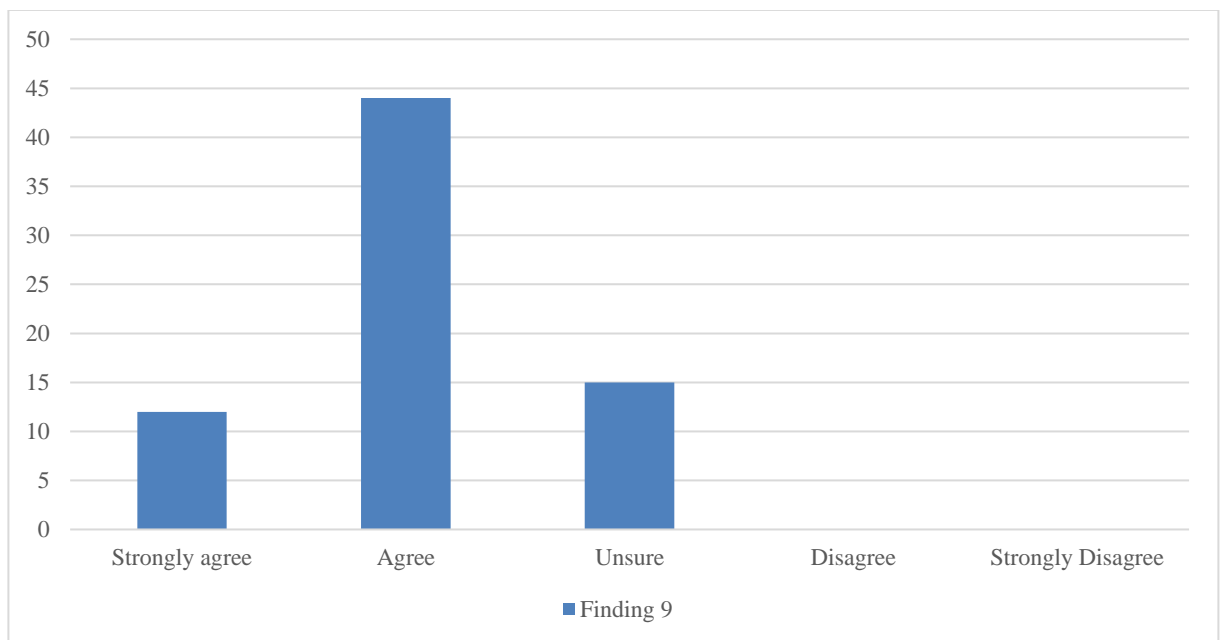
**Figure.4.5: Facilitate students using peer assessment, reflection activities, and self-evaluation**

From this chart it can be showed there were more students strongly agree and agree. This marked that the feedback is able to facilitate students' efforts to become self-regulating learners by providing feedback opportunities using peer assessments, reflection activities, and self-evaluation in online class was high meet with students' needs based on the Likert Scale adaptation (Nemoto, 2014). After analyzing this finding, the researcher verified it by checking the opinion and explanation from the participant based on their answers in questionnaire.

Based on the students' explanation in questionnaire, 16 students answered agree and 50 answered agree mentioned in online class students was facilitated with feedback to become self-regulating learners and provide feedback opportunities using peer



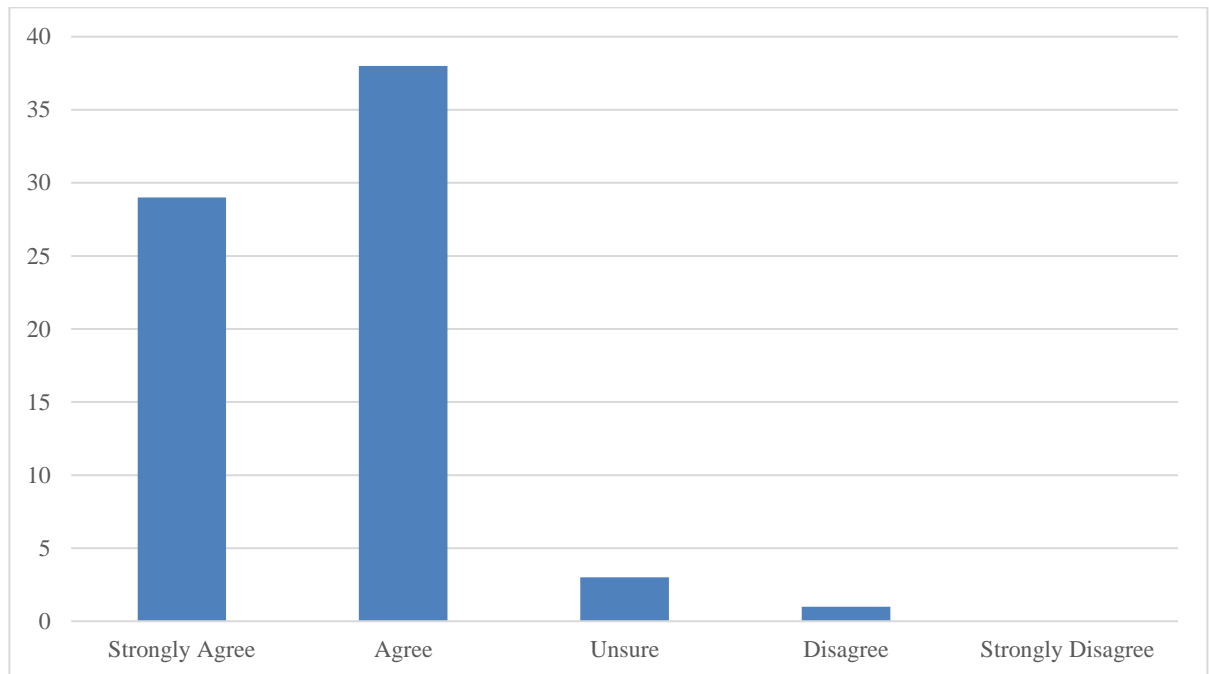
assessments, reflection activities, and self-evaluation in online class. In online class sometimes students can get feedback from their classmate about their assignment on LMS. In addition, they stated the feedback provided was able to facilitate students with self-evaluation when the teaching and learning process, the feedback for facilitating students usually they got in zoom meeting. Furthermore, they stated this kind of feedback made students was able to minimize the same mistakes happened in the next assignment. A few of them mentioned the feedback from the lecturer inform to the student for doing proofreading after they finished their writing. In the other hand, 4 students answered unsure, and 1 student answered disagree explained sometimes the feedback was only obtained from lecturers which made the teaching and learning process not attractively for students.



**Figure.4.6: Feedback to minimize cognitive load**

From the chart, it can be inferred that there were more students answered agree in their online class. This marked that the feedback was able to minimize cognitive load, prioritize areas of student improvement, and focus on two or three important suggestions for students was high met with students' needs based on the Likert Scale adaptation (Nemoto, 2014). After analyzing this finding, the researcher verified it by checking the opinion and explanation from the participant based on their answers in questionnaire.

Based on the students' explanation in questionnaire, 12 students answered strongly agree and 44 students answered agree had explained that the feedback always focuses on several important points it made students was able to correct errors in their writing, then they explained the feedback improved students' abilities during the teaching and learning process in online classes in specific areas. Besides, 15 students answered unsure had explained that the feedback given is not fully able to reduce the cognitive load during online class learning.



**Figure.4.7: Feedback inform instructions to students in identifying common mistakes in topics, materials, or assignments in online class.**

From the chart, it can be inferred that there were more students answered agree in their online class. This marked that generally the feedback was able to inform instructions to students in identifying common mistakes in topics, materials, or assignments in online class was high met with students' needs based on the Likert Scale adaptation (Nemoto, 2014). After analyzing this finding, the researcher verified it by checking the opinion and explanation from the participant based on their answers in questionnaire.

Based on the students' explanation in questionnaire, 29 students answered strongly agree are satisfied with the feedback in identifying common mistakes in topics learning, materials, and assignments in online class. They are stated that they really felt

the feedback like this during the teaching and learning process in the online class, with this kind of feedback students are greatly helped in understanding topics, materials, and assignments in online classes. 38 students answered agree explained the feedback was able to show correcting errors or misunderstandings in understanding a topic or material. When students made mistakes on their assignments, the lecturer provided general to specific feedback in the online class. They stated giving feedback could be through a zoom meeting for general feedback and provided direct notes on their assignments for specific feedback. 3 students answered unsure, and 1 student answered disagree stated the feedback given was not detailed, students are only asked to correct errors and understand the topic or material independently without any detailed explanation from the feedback given.

**2. The practice of feedback impacts the quality of students' writing performance in the online class.**

The findings of interview in the second research question were displayed in relation to describe of how the practice of feedback impacts the quality of students' writing performance in online class. In this interview applied the theory of giving feedback in online class at higher education for improving students' performance by (Mamoon-Al-Bashir, 2016, p.38-40).

**a. Make students understand what good performance or goals meaning**

From the interview data, most of students stated learning goals that explained can improve to their writing quality performance in online class “*Learning goals yang*

*dijelaskan di pembelajaran kelas PW (Paragraph Writing) memang bisa meningkatkan pefomasaya dalam menulis sehingga saya dapat menentukan tujuan belajar bisa tercapai atau tidak*". In addition, students stated the explanation of the learning goals given in the online class could make them determine the targets that must be achieved during learning in the class. For the example, *"Learning goals dalam sebuah pembelajaran dapat meningkat kanperforma/kualitas pembelajaran. menurut saya, dengan learning objectives/goals tersebut, saya dapat memperkirakan target yang harus saya capai dalam pembelajaran di kelas"*. In the other hand, the one student claimed learning goals did not affect the quality of his performance when studying in class because he considered the learning goals described by the lecturer in class as just a complement or formality in the classroom *"Menurut saya tidak, karena kualitas pembelajaran ditentukan dari proses belajar mengajar di dalam kelas. Learning goals yang disampaikan oleh guru tidak mempengaruhi kegiatan pembelajaran, karena menurut saya hal itu hanya sekedar formalita satau 'asaladaaja' di dalam kelas"*

However, from this finding most of students showed the explanation of learning goals can improve the quality of their writing performance in teaching and learning process in online class because learning goals explained by lecturers can help them in measuring their achievement in the learning process in class.

#### **b. Improvement process of self-assessment in learning**

From the interview data, most of student explained self-assessment activity affect their writing quality to be better. As one of student said *".... Dari self*

*assesment/ pengecekan pribadi tersebut, saya dapat memperbaiki kualitas tulisan saya kedepannya dan menghindari kesalahan yang sama*". Students explained from the self-assessment activity they checked and corrected the parts of their writing assignments that are not quite right. This made them avoiding the same mistaken when doing the next assignments. Like the others students stated, *"Self assessment dapat meningkatkan kualitas writing entah itu besa ratau kecil. Karena tak jarang pada waktu kita membaca ulang hasil tulisan sendiri, baru kita menyadari dan terpikir bahwa ada bagian-bagian yang kurang dan harus diganti dengan bentuk kalimat lain, misalnya. Self-assessment itu dapat menjadi pembelajaran untuk diri sendiri, catatan untuk perbaikan dalam tulisan berikutnya agar menjadi lebih baik"*. From this finding showed the self-assessment activity they did on their writing made their writing got better because through the self-assessment activity they fixed their writing and avoid the same mistakes in writing. It obviously improved their writing quality performance in the class.

**c. Providing quality information to students' learning**

From data interview, most of students explained giving quality feedback in online class about information of learning outcomes was able to affected their performance in teaching and learning process. They stated, *"Saya merasa dengan feedback yang berkualitas mengenai tulisan saya akan membuat saya menjadi lebih tau hal-hal apa saja yang haru ssaya perbaiki pada tulisan saya, contoh nya efek pada tulisan saya jadi lebih bertahap dan sedikit lebih rapi structur paragraph nya"*. This explanation showed quality information in from the feedback improve their writing

performance, especially in the stages of preparing paragraphs and paragraph structure. This could be seen they easily found out what needs to be improved in their writing when receiving quality information about their learning outcomes. Then, the rest of students stated *“Pemberian feedback yang berkualitas di kelas online akan sangat mempengaruhi kualitas tugas writing saya, karena saya akan dapat mengetahui dimana letak kesalahan saya, sehingga saya dapat segera memperbaikinya”*. From this finding, indicated giving quality feedback about information learning outcomes to students was able to improved students' performance in their writing because they got clear information about where the mistakes were in their writing, it made students corrected the mistakes accurately.

#### **d. Stimulate student to use peer feedback**

From data interviews, most of the students who mentioned in peer feedback students gave suggestions and opinions to each other about their writings. As one student said *“saya merasa senang dengan feedback dari classmates karena saya dapat semakin banyak melihat opini/pandangan/pendapat orang lain”* .... *“banyak sekali saran yang bagus dan mampu meningkatkan kualitas tulisan saya”*. In addition, students stated they used peer feedback when they did not understand the explanation from the lecturer so that they would ask for an explanation from their classmate. From the feedback that they got from their classmate; they can improve the quality of their learning performance. For instance, *“ketika saya merasa kurang dapat memahami materi/penjelasan dari dosen, maka saya*

*meminta saran atau feedback kepadateman” .... “mengikuti arahan dari teman saya untuk meningkatkan kualitas tugas saya”*. Thus, the statement above showed feedback from their classmates impacted to their performance in teaching and learning process to be better because they can exchange ideas, suggestions, and opinions about their writing materials and assignments.

**e. Inspiring positive motivational beliefs**

From data interview, students have similarities that the feedback contained motivational inspiration affected to their performance in online class. As one student said *“Iya, itu sangat-sangat mempengaruhi performasaya” .... “dapat membuat saya senang dan bersemangat dalam mengerjakan tugas yang tentu nya akan berdampak keperforma saya dalam kearah yang lebih baik”*. Some students also said *“.... Membuat saya merasa senang dan nyaman dengan pembelajaran. Feedback diterima dengan hati yang senang akan menjadi stimulan yang efektif untuk meningkatkan performasaya di kelas online”*. It can be seen the feedback which contained motivational inspiration, making them feel happy, comfortable, and enthusiastic. It’s certainly impacted their performance during the learning process got better.

**f. Providing opportunities to close the gap between current and desired performance**

From data interviews, students explained feedback that gave students the opportunity to make revisions on their writing assignments. Students improved the quality of their writing because they had the opportunity to corrected errors in their



writing and found out where the errors were, especially in grammar, punctuation, spelling, etc. For example *“Feedback seperti ini bisa membuat tugas writing saya menjadi lebih baik entah itu dalam hal penulisan grammar, tanda baca, dll” .... “saya bisa mengetahui dimana letak kesalahan sebelumnya sehingga ketika mengumpulkannya Kembali saya bisa mengalami kemajuan dalam menulis”*. Furthermore, one student stated this kind of feedback will be more memorable on his memory so it made the next writing got better. For instance, *“Ya tentu akan berdampak pada kualitas writing mahasiswa, karena kami tidak hanya mendapat penekanan bentuk tulisan yg benar dan bagus atau koreksi bentuk tulisan yang salah, hal ini akan lebih berkesan di ingatan kami daripada feedback yang diberikan secara umum untuk semua orang dan tidak ada pengulangan perbaikan pada tulisan”*

#### **g. Feedback for fulfilling students’ needs to shape the teaching**

From data interview, the researcher got various answers about feedback that should be given during the online class to improve student’s writing according to student. First, feedback that to the point with the correction in writing and detailed explanation. As one student said *“.... feedback yang detail baik dalam mengevaluasi hasil pembelajaran dan memberikan contoh materi pembelajaran yang sesuai yang dibantu oleh penggunaan platform pembelajaran yang mudah diakses saat pembelajaran di kelas online”*. It can be seen that the use of an easily accessible learning platform is also an aspect that needs attention. Second, feedback that can motivated students in online classes, they stated *“.... feedback yang membangun dan*

*dapat memotivasi mahasiswa, sehingga mahasiswa merasa pekerjaan mereka itu dihargai oleh sang dosen dan merasa perlu untuk meningkatkan kualitas tulisan mereka*". It shown that giving constructive and motivating feedback needs to be given during learning because this can make students feel appreciated for their efforts in doing the tasks that have been given.

#### **h. Giving positive feedback**

From data interview, all students mentioned positive feedback can affect their writing quality performance in online class because giving positive feedback was able to make students like the subject. For instance, *"Feedback yang positif dapat membuat mahasiswa menyukai pelajaran tersebut. Dengan kata lain, apabila anak didik menyukai pelajaran writing, maka kualitas kemampuan mereka dalam writing juga dapat meningkat"*. Besides, one student said, *"karena saya pribadi tidak suka menulis, namun saa tdosen memberikan feedback yang positif, hal itu membuat saya termotivasi dalam mengerjakan tugas yang diberikan"*. She did not like writing subject tetapi dengan pemberian feedback yang positif terhadap pembelajarannya dapat membuat dia termotivasi untuk mengerjakan tugas yang diberikan di kelas writing. Furthermore, another student stated from positive feedback made him felt confidence, *"....., dapat membangun rasa percaya diri simahasiswa dalam kelas menulis dan terus termotivasi untuk membuat tulisan yang jauh lebih baik, sesuai dengan apa yg diharapkan dosen di akhir perkuliahan"*. It can be concluded giving

positive feedback to the student made their performance got improving because they feel motivate, confidence, and comfortable during in online class.

**i. Feedback should not overburden students**

From the interview data, some students explained if they got overburden feedback about assignment or learning materials in online class, they felt pressured and stressed. Some students said, *“Jika saya mendapatkan feedback yang terlalu membebani tentang tugas atau materi pembelajaran di online class, saya mungkin akan merasa stress karena atertekan”* and *“Apabila feedback yang diberikan dapat menambah tekanan dan banyak ketentuan yang diterapkan dalam sebuah tugas maupun dalam pembelajaran, maka kualitas belajar siswa akan menurun”*. They stated that feedback that has many criteria in an assignment or learning can be a pressure for them which made students got stressed then impacted on their achievement would decrease. In addition, as one student stated online class is a mental burden for them, *“Online class sendiri sudah menjadi beban mental bagi beberapa mahasiswa. Jadi, jika feedback yg diberikan dosen itu sifatnya membebani si mahasiswa, tentu akan berdampak tidak baik bagi mereka. Mereka kemungkinan besar akan kehilangan minat dan motivasi untuk terus mengikuti perkuliahan di setiap pertemuannya”*. It can be seen that online classes for some students had become a mental burden for them, so if the feedback they got during online learning classes burdens them, it could be sure to make them even more depressed. Besides, a few students explained overburden feedback made it difficult for them to remember the feedback itself. Last, one students stated,

*“Feedback yang jumlahnya banyak malah menyulitka npelajar untuk mengingatnya”*  
 ... *“Kemungkinan besar akan kehilanga nminat dan motivasi untuk terus mengikuti perkuliahan di setiap pertemuannya”*. He stated that the amount of feedback that was too much actually made it difficult for students to remember the feedback and it could impact them losing interest in the class. Hence, that’s why feedback during in online class learning should be only focus on important points.

**j. Adopting various electronic feedback techniques through some online applications**

From the data interview, the researcher got some various explanations about the use of more than one application for the teaching and learning process. First, just focus on one application. As one student stated, *“Menurut saya lebih baik jika dosen menggunakan satu aplikasi pasti yang akan digunakan setiap pertemuan,”* .... *“hal itu cukup membantu saya dalam memahami materi”*. She stated it would be easier to understand the material given during online learning when using only one type of application it made her not confused in following the lesson when using the application during in online classes. Second, some students claimed there is no problem using certain types of applications during online class learning. Some students stated, *“Secarasederhana, apabilaaplikasi yang digunakan itu menyenangkan dan tidak membebani siswa (seperti membutuhkan koneksi internet yang kuat, aplikasi memiliki kapasitas besar dsb.), maka dapat meningkatkan kualitasbelajar ....”*. They stated the use of several applications in learning is not an obstacle for them as long as the

applications are fun and do not burden students such as in terms of internet connection to access the application and large storage capacity of the application. Third, use the application based on the function to support learning while in online classes. As one student said, *“didalam kelaspargarph writing kami apabila dosen memberikan feedback satu persatu pada tugas kami maka dosen akan menggunakan google document, dan apabila dosen ingin memberikan feedback secara keseluruhan atau beberapa mengenai tugas dan materi kepada mahasiswa dosen menggunakan zoom meeting. Tentunya penggunaan plamform-platform seperti ini dalam matakuliah paragrph writing di kelas online dapat membuat puas dalam pembelajaran online”*. It can be seen, some applications used in paragraph writing class and each application have their function in learning process. For examples, used google documents to provided personal feedback to student and provided feedback in reams for one class used zoom meeting.

## **B. Discussion**

After the data are processed in the form of description, this section presents a discussion of the findings from questionnaire and interview with the theories collected in chapter two about the practice of feedback in online class at university level. The researcher discussed the findings into two objectives of this study: (1) To investigate what extent the practice of feedback meets with student needs in online class. (2) To know how the practice of feedback impact the qualities of students' writing performance in the online class.

**1. The extent practice of feedback meets with student needs in online class.**

**a. Apply feedback by having students submit draft papers, designing incrementally assignments on class, and offering frequent practice opportunities**

From the questionnaire and students' explanation, the researcher got some specific areas in this field. First, provide opportunities to apply feedback by having students submit draft papers is suitable. First, the lecturer applied feedback by having students submit draft papers, in this case students usually got some topic discussions then student asked to make some paragraph based on the topic that student choose. Second, designing incrementally assignment on class. Based on the questionnaire finding, the lecturer provided opportunities to apply feedback by designing in incrementally assignment on class, it shown from the student explanation that assignment on their class has designed into several different types of tasks according to the level of difficulty of the assignment. Easy assignment will be collected in a short time about a day or two days and difficult assignment will be collected in a rather long time about a week even two weeks. This designing can make them complete their assignments properly and appropriately. Thus, this finding in linewith (Henderson et al, 2019, p. 1401), that "Feedback is not only limited to providing responses when students get finish their assignments but also can design assignment by giving a certain input on students' assignments". It means feedback can serve to design the form of an assignment to students in the class by providing certain input as found in the finding

above. Third, feedback offering frequent practice opportunities. Student often doing practice in online class when the learning material is given, the practice will be carried out followed by feedback from the lecturer when the student finishes doing their practice. This can make students more understand about the material that has just been given by the lecturer when the teaching and learning process takes place in online classes. It shown that offering frequent practice in online is important part to fulfilling students' needs as mentioned in (Nicol & Macfarlane, 2016, p. 6). All in all, feedback by having students submit draft papers, designing incrementally assignments on class, and offering frequent practice opportunities in this online class is sufficient to meet the needs of student feedback during online classes.

**b. Provided feedback with clear objectives and success criteria using rubrics, and worked samples**

The researcher found the specific areas in this part of discussion on questionnaire and student's explanation. Students provided with clear objectives and success criteria using rubric, and worked sample. Providing clear learning objectives in learning makes it easier for students to understand what they must do on their assignments while in online classes.

It can be seen from students' explanation which stated that providing feedback using rubrics, and worked samples can be their reference in determining success in doing their assignments. They will be helped to find out the tasks or goals that must be achieved in the learning based on the given rubrics criteria. In addition,

the feedback provided through rubrics, models assignment, and worked samples is quite detailed and in accordance with the material presented. Hence, it shows that the student's need for feedback using clear objectives and success criteria using rubrics, and worked sample meets with student needs and line in (Nicol & Macfarlane, 2016, p. 6).

**c. Avoid associating feedback with grades, praise, or comparative measure**

After conducting students' explanation on questionnaire, the researcher got specific areas in this part of discussion. According to Nicol & Macfarlane (2016), "designing effective feedback for students needs in online teaching should avoid associating feedback only with grades, praise, or comparative measure in online class" (p. 6). This is accordance with the data that the researcher found in the field that feedback given in online class avoiding with grades, praise, or comparative measure. Mostly feedback that given to students always followed by comment and clear explanation when students finished their assignment and avoiding feedback with grades. Hence, avoiding feedback in the form of grades, praise, and comparative measures for learning outcomes aims to avoid the negative effect of that feedback because students need an explanation of learning outcomes that can inform students in detail and clearly (Sadler, 1989, p. 125-145). From those discussion can be concluded that feedback in this online class avoid associating feedback with grades, praise, or comparative measure, it means the feedback really meets with students' needs.



#### **d. Feedback as a learning orientation among students by taking quizzes and practices**

When conducted questionnaire and explanation from students, the researcher got in depth information about feedback to encourage learning orientation in online class. According to Nicol & Macfarlane (2016), designing effective feedback for students needs in online class to encourage learning orientation among students by taking quizzes and practices can make the learning environment feel comfortable and ensure that students are integrated holistically into the academic community(Nicol & Macfarlane, 2016, p. 6). It will give teacher and students a good sense of what the online learning experience will be like”. This statement lines with student explanations in questionnaire the researcher found that they often do practice in every meeting using the LMS "learning management system". Even though they are rarely got quizzes, but they are often got practice that was not too difficult for them to complete the practice in LMS. In LMS they made several paragraphs using certain topics where the results of their assignments can be seen by lecturers and classmates. Furthermore, the writings that students have completed at the LMS will get feedback from the lecturer, the lecturer did not provide feedback with grades directly but with suggestions. Then, not only lecturers who provided feedback with comments and suggestions but also their classmates are able to give feedback to each other in LMS. It can improve student orientation in teaching and learning process during in online class between teacher and among their friends.

**e. Facilitate students using peer assessment, reflection activities, and self-evaluation**

There are three areas that the researcher concluded from the findings to discuss concerning this part of feedback. First, peer assessment the feedback from the lecturer is able to be facilitated student to use peer assessment. In online class sometimes students can get feedback from their classmate about their assignment on LMS because they can give feedback to each other's for their writing. This this kind of feedback improve learning in three different ways: by accelerating learning, by optimizing the quality of what is learned and by raising the level of achievement of individuals and of groups (Hounsell in Maria & et al, 2020, p. 140). Second, feedback is able to be facilitated students with reflection activities, the finding found that the teacher doing reflection activities with feedback at the zoom meeting to provide learning evaluation results between student and lecturer. Third, self-evaluation. The feedback from the lecturer is able to be facilitated students with self-evaluation, the students explained the feedback is able to stimulate student for doing self-evaluation to their assignment and learning result. This made students allowed to be better at working on next assignments. Hence, through feedback that facilitates students to conduct peer assessment, reflection activities, and self-evaluation can stimulate self-regulation in students to achieve goals in the teaching and learning process (Nicol & Macfarlane, 2016, p. 6).

**f. Feedback to minimize cognitive load**

After conducted explanation from students in questionnaire, the researcher got information concerning this part of discussion. According to Nicol & Macfarlane(2016), feedback in online class should be able to minimize cognitive load, it is important to be selective and effective when giving feedback to learners for asking them to process information, particularly gives too much information or too many tasks to learners simultaneously, resulting in the learner being unable to process this information(Nicol & Macfarlane, 2016, p. 6). The statements above indeed the same as the researcher found on the field. The practice of feedback in the class that researcher found in students' explanation that feedback in online class is able to minimize cognitive load, the feedback always focuses on several important points it made students was able to correct errors in their writing.

**g. Feedback to identity common students' misconceptions and topics in learning**

From the finding of questionnaire and students' explanation, in their online class the feedback is able to convey instructional choices by identifying common student misconceptions and topic that cause students difficulties in learning. This Shown from students' statement that they are satisfied with the feedback in identifying common mistakes in topics learning, materials, and assignments in online class. They are stated that they really felt the feedback like this during the teaching and learning process in the online class, with this kind of feedback students are greatly helped in understanding topics, materials, and assignments in online classes when they got misunderstanding its. When many students got misconceptions, misunderstanding on

their topic, the lecturer provided feedback in the online class with for identifying the misconceptions. Furthermore, they stated in identifying for correcting students' mistakes on their assignment, the feedback also could be through specific feedback with giving direct notes on their assignments. This finding in line that feedback should be able to able to convey instructional choices by identifying common student misconceptions and topic that cause students difficulties (Nicol & Macfarlane, 2016, p. 6).

## **2. The practice of feedback impacts the quality of students' performance in the online class.**

As giving feedback is crucial for the sake of students' performance, the researcher highlight a statement stated by Bashir (2016), that there is a great importance of feedback in improving learning experience for the students. This has also significant effect in professionalizing teaching in the higher education level. Thus, the researcher discusses how the practice of feedback impacts the quality of students' performance in the online class. This discussion will provide information on how students' performances are affected by the practice of feedback carried out in online classes (Bashir, 2016, p. 38).

### **a. Make students understand what good performance or goal means**

It will be easy for students to achieve learning goals if they understand the goals during teaching and learning process. They also need to feel ownership and be able to

understand self-assessment to enhance the learning process on their own. In higher education, there must be a reasonable degree of similarity between the original goals set by the teacher and the goals set by students to obtain effective learning in the classroom (Bashir, 2016, p.38). This statement is in line with the finding, most of students stated learning goals that explained can impact their performance quality in online class because the student can set and evaluate their performance according to the learning goals that given. From the feedback that explained learning goals, there are several aspects how student performance could be improve in this discussion. First, feedback that explained learning goals in class made student could determine the learning goals could be achieved or not. Second, students could estimate the targets that students have to achieve during teaching and learning process. Third, made students knew exactly what goals they are aiming for and made both students and lecturers to work together for achieving these goals. Thus, from this discussion showed how the feedback that explained learning goals can impact to student' quality performance got improve in online class dan it's important to explain learning goals through feedback.

**b. Improvement process of self-assessment in learning.**

Developing self-assessments can make feedback more effective to improve the self-regulatory process in students, the way to improve is to allow them to practice the organizational characteristics of their learning and to reflect on that practice. Students are usually involved in monitoring the gaps between the assigned task objectives and the results they produce (Bashir, 2016, p.38). In data finding, it showed how self-

assessment activity that students done have good impact to their writing performance, with self-assessment activities they will realize the mistakes in their own writing. After they realize their mistakes, they can improve their writing based on the self-assessment they do. Furthermore, with their experience of self-assessment activity, it makes them avoid the same mistakes when doing the next task. This will be a separate note for each student to improve their own performance. That is how self-assessment impacted students' writing performance in online class.

**c. Providing quality information to students' learning**

Feedback from teachers has been the external source through which students can evaluate progress. Students can also check their internal progress with the feedback provided by the teacher. Besides, teachers are usually more effective at detecting errors in student work than themselves. As a result, providing quality information about students' outcomes are very important to enhance quality student learning (Bashir, 2016, p.39). From data finding, indicated giving quality feedback about information learning outcomes to students was able to improve students' performance in their writing. There is one big aspect based on finding that makes student performance got improve because of the providing quality feedback about students' learning. Namely, by providing quality feedback on students' learning outcomes, especially on the writing assignments they are working on, they will be able to read easily their mistakes in their learning outcomes so that they will be able to correct them immediately. This findings in line with the previous study, they stated feedback has effect on students' revision in writing, students can read the feedback points carefully, and incorporate them into their

revision writing, leading to successful revisions. That's how students got impact from the feedback that given quality information to students about their learning and this is what makes students' performance will increase, especially in their writing.

**d. Stimulate students to use peer feedback.**

According to Bashir (2016), “Peer feedback provides learners with opportunities that help them to improve their learning in a conducive environment and to take part in a meaningful dialogue”(p.39). It can be seen that peer feedback stimulates students to build a good learning environment in which students will engage in meaningful dialogue to improve the quality of their learning. In finding data, the researcher gets an overview based on the findings in the field, how the peer feedback improved the quality of student writing performance. First, in peer feedback conducted by students, they can give each other suggestions in which this activity will have an impact on improving the quality of their writing. Second, when students feel they do not understand the material or explanation from the lecturer, they will ask for feedback from their friends so that they understand the material or explanation that has been given. third, with peer feedback students can compare suggestions and opinions from other students on their assignments so that they can improve their writing performance. Those are how peer feedback can improve student performance in teaching and learning process.

**e. Inspiring positive motivational beliefs**

Motivation can play a vital part in learning and assessment. Studies on motivation is significant as they help students to understand self-regulation where they often fail. In teaching, it is recommended that motivation is probable to be improved when a course has many low stakes assessment tasks. While feedback provides evidence about progress and achievement, rather than high stakes summative assessment tasks where evidence is only about success or failure or about how students compare with their peers learning (Bashir, 2016, p.39). From the statement above explained feedback has a function to convey information about their achievements and progress, giving motivational feedback can help students understand which aspects to improve in their learning. In addition, giving feedback that contains inspiring positive motivational beliefs makes students feel confident and motivated while learning in their class. It can be seen from data finding that motivational feedback can help students be more motivated to improve their performance. Furthermore, some students felt enthusiastic in doing assignments and feel happy and comfortable with the learning.

**f. Providing opportunities to close the gap between current and desired performance**

The only way to tell if learning results from feedback is for students to make some kind of response to complete the feedback loop. It can be supporting students while being involve in writing a course-work and opportunities and support for students to repeat the same assignment after getting feedback and allow the sending



of revised assignments by students. Thus, this feedback loop aimed to close the gap between current and desired performance learning (Bashir, 2016, p.39). From the statement above, it can be seen to close the gap between current and desired performance resubmission assignment is needed after students got feedback from their lecturer. In data finding, students explained feedback that gave students the opportunity to make revisions on their writing assignments could improve the quality of their writing this impacted student to close the gap between current and desired performance. There are two aspects that highlight how student could close this gap. First, with feedback that provided opportunities for students to revise their writing assignments, students can correct mistakes in their writing such as improving the use of grammar, punctuation, and the structure of the paragraph itself based on the feedback given by the lecturer. It is in line with the previous study that stated the feedback helped students focus on corrective and constructive, and improve student grammatical structures (Saliem& Ahmed, 2009, p.19). Second, feedback like this will make a distinct impression on students' memories of what to do to improve their writing from the opportunity for revision given by the lecturer. Those are how students close the gap between their current and desired in their writing performance.

**g. Use the feedback for fulfilling students' needs to shape the teaching**

Good feedback not only provides useful information for students in improving their learning but also provides information to the teacher which in turn can improve student learning experiences. Through the feedback both students and teachers can give information to each other's about what aspect in teaching and learning in class should

be improve. Thus, the teacher can get information about the extent to which students have developed expertise and can tailor their teaching accordingly to students' needs (Bashir, 2016, p.39). According to finding, students have some recommendations how to improve students' performance and shape the teaching in Paragraph Writing subject through feedback in online class. First, feedback is to the point by underlining written corrections and detailed explanations. This similar with corrective feedback in (Leibold& Schwarz, 2015, p. 36.),In conveying corrections to student writing, it is not only limited to correcting errors from student writing but also provides detailed explanations to make it easier to understand the feedback and to the point with the corrections. Second, feedback that motivated students in online classes. This part similar with suggestive feedback type that contains advice, expansion, or ideas to improve an idea in (Leibold& Schwarz, 2015, p. 36.),that feedback is not only limited to correction but also must motivate students. Third, evaluate learning outcomes and provide examples of appropriate learning materials with the help of using a learning platform that is easy to request when learning in online classes. That's how student performance can be improved through the feedback that should be provided in online classes.

#### **h. Giving positive feedback**

According to Bashir (2016). "When giving feedback, it is important that after reading students have positive feelings about the feedback they receive. Feedback

should not discourage students in any way” (p.39). Based on the statement above, it can be seen that giving positive feedback is needed to make students have a positive feeling when receiving the feedback. This in line with the finding that giving positive feedback is able to build students' confidence in writing class. Some students consider writing to be a difficult subject and they do not like it. Hence, providing positive feedback on the students' writing results will stimulate their motivation to be more confident and like the writing subject. In other words, if students like writing lessons, the quality of their writing skills can also increase. Those are two descriptions of how giving positive feedback can improve students' writing performance.

**i. Feedback should not overburden students**

Feedback should not overwhelm students by giving excessive feedback. Teachers should not set too many criteria. They should limit the number of criteria to the most important aspects of a course for providing them with feedback (Bashir, 2016, p. 40). Based on the statement above, the researcher got some descriptions on finding why feedback should not overburden the students. First, feedback that applies many provisions or criteria in a task at learning it can add pressure to students which can result in the quality of student learning performance decreasing. Second, feedback that is too burden about assignments or learning materials in online classes can make students feel stressed because they are pressured by the feedback itself. Third, feedback that sets too many criteria in student materials and assignments makes it difficult for

students to remember and can make students lose interest and motivation in the class. That's how students' impact if they get overburden feedback in online class.

#### **j. Adopting various E-Feedback techniques through Online Applications**

Several E-Feedback techniques have been developed to improve student learning. The E-Feedback technique can be adopted by lecturers to increase the feedback effect itself. Using various techniques to provide feedback in online classes such as audio feedback, video feedback, and written comments feedback, which can be combined with the use of some applications that support these feedback techniques during online classroom learning. In addition, lecturers must use feedback techniques and their applications that are in accordance with their learning and students to achieve effective teaching in online classroom (Bashir, 2016, p. 40). Based on the statement above the researcher found how students' considerations of the use several applications in online classes to support their learning such as providing feedback and materials. First, some students prefer to use only one application because it is more convenient and does not make them confused to understand the material or feedback that makes them more focused. However, it should be noted that using only one application as a means of delivering feedback and material in online classes, it must be ensured that the use of the application can cover learning or not. Second, according to students, the use of several applications in class is not a problem as long as these applications can be easily accessed, do not require a lot of data quota and are fun for students. This will make students' performance will increase in learning in online classes because students will not feel constrained by using these applications. Third, the use of several

applications based on the need to support teaching and learning during online classes. Some students said that using several learning applications should be adapted for the function of the application its self, for example using the LMS to collect assignments and to get written personal feedback. Then use the zoom application to get an explanation of the material and provide mass feedback for students that conclude in audio and video feedback. This makes the provision of material and feedback during learning neatly organized based on the function of using these applications. That's how some considerations on the use of applications to convey feedback that will have an impact to students' performance in online class.