

Corrective Feedback in the Digital Learning: The Use of Google Classroom

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Abstract

Corrective feedback comes as a crucial aspect for majority of students in digital learning especially during this Covid-19 outbreak. As a reason, the students need to receive more information from their own teachers so as to achieve the learning outcomes regarding the material understanding. Based on the statement mentioned, it might be benefits and challenges perceived by the students towards the corrective feedback in the online learning process since the digital learning does not lead them to have learning satisfaction compared to the offline learning with comprehensive learning interaction of classroom activity. This research was aimed at investigating the benefits and challenges of corrective feedback perceived by the students in the digital learning through the use of Google Classroom. The phenomenology of qualitative study was employed in this study by using interview as the research instrument. Besides, this research was conducted at an Islamic private university in Yogyakarta concerning on Master of English Language Education. The study employed six Master's degree students of English Language Education who had enrolled in some courses during the digital learning process. Thereupon, the data analysis of this research was conducted by transcribing the interview, applying coding called as open coding, analytical coding, axial coding and selective coding as well as explaining and elaborating research findings in the results and discussion supported by the appropriate theories from the experts. In addition, the researchers had found several findings related to benefits and challenges of corrective feedback perceived by the students in the digital learning. As the benefits of corrective feedback, those were developing writing skill, becoming a guideline for doing the assignments, understanding strengths and weaknesses of writing skill, becoming a habit to write an academic essay, and building grammar understanding in writing skill. Of the challenges in the corrective feedback, those were facing the difficulty to understand the general comments, receiving long duration feedback, providing unequal feedback distribution, giving a limited access for having communication with the lecturers, receiving unclear information towards the feedback content of the writing assignments, providing lack of essay writing examples, and receiving a limited feedback information.

Keywords

digital learning; google classroom; corrective feedback; corrective feedback benefits and challenges



I. Introduction

Teachers are expected to encourage their students in the new paradigm which has shifted both in language teaching and learning methods. When it comes to the importance of teaching methods, corrective feedback is one of them. Besides, corrective feedback is one of the most powerful influences on learning and achievement. It focuses on the accuracy and correctness of students' mistakes and errors. Students' errors, according to Corder (1974), are necessary for the teachers because they reflect the amount of

information which the students have gained, and teachers can then adapt their teaching to meet the needs of their students. Therefore, the application of corrective feedback has little impact on language learning since it merely affects performance and leaves the underlying competence untouched (Rezaei, Mozaffri, & Hatef (2011). Language is one of the most important things in the life of every human being. (Purba, N. et al. (2020).

Corrective feedback comes as an influential aspect in the development of students' skills regarding the results of research conducted by several researchers towards the use of corrective feedback in learning activities. According to Ferdian (2020), based on focus group discussion about the students' beliefs in their corrective feedback preferences, the students claimed that teachers should be able to direct their learning, use communicative strategies, and inspire students by using students' learning preferences. From the report obtained, taking these preferences into account may help the students gain trust in their English learning.

In addition, effective corrective feedback helps students focus on their specific work characteristics, emphasizes areas that need improvement and outlines ways to improve. Depending upon different students and situations, corrective feedback can be provided in different types. The most common modes of feedback are written feedback, on paper or online, or oral feedback through teacher conversations (Brick & Holmes, 2008). Therefore, the choice of feedback is a teacher's responsibility which can be made with the collaboration of teachers to achieve specific objectives.

Oral feedback is provided orally as one type, accompanied by interaction between the provider and the recipient of feedback. This type of feedback can be provided before, during and after writing to one student, a number of learners and all learners in general (Astia, 2018). The language students can get this type quickly and frequently (Suharyanti & Fauziati, 2020). Learners can be notified immediately by interaction of their deficiency, which is a positive factor for use. Besides, written feedback is not different from oral feedback, but instead of speaking, feedback is provided on written products. Learners receive feedback from teachers after writing tasks, which teachers write correct forms and inform them of mistakes and errors made. The written feedbacks from Harmer (2004) as cited in Suharyanti and Fauziati (2020) were divided into two categories – responding and correcting. Contents Category concerns with content and line writing, the teacher's focus is on generic issues and gives general comments on them. As a result, the correction of the focus category should particularly point out and determine structural errors and errors.

Corrective feedback is one of the strongest factors in learning and achievement. It focuses on the precision and accuracy of the mistakes and errors of the students. Students' errors are important for teachers such as they reflect the quantity of information students which receive and the teacher can adjust their teaching to meet their students' requirements (Corder, 1974). Teacher feedback is probably the most common way of supporting students in the critical period of their recent knowledge, a time when they lack understanding to know if it is being properly carried out (Guinness, Detrich, Keyworth, & States, 2020). For the reason, the use of corrective feedback has little effect on language learning because it merely affects performance and does not change the basic skills (Schwartz, 1993 as cited in Rezaei et al., 2011). In addition, the researchers faced a range of challenges in addressing the corrective feedback provided by the lecturers via Google Classroom based on their experiences in joining the online learning process. For example, the researchers tended to receive short corrective feedback on their own writing tasks. In the interview with some of their classmates, they were confused to see the corrective feedback without giving clear and detailed information on the writing tasks. As a result, the researchers and their classmates were not given the viewpoints or misunderstood about the

tasks on the basis of the given instruction. Based on Hyland's comments on Rezazadeh, Ashrafi, and Foozunfar (2018), the written feedback could not be effective as it could be misunderstood by students. Therefore, the researchers are interested in investigating the research on corrective feedback faced by the students in digital learning via Google Classroom regarding the phenomena mentioned previously. Therefore, this paper provides two objectives such as describing the benefits of corrective feedback perceived by the students in the digital learning and reporting the challenges of corrective feedback perceived by the students in the digital learning through the use of Google Classroom.

II. Research Method

As the purpose of this study, it aimed to investigate the benefits and challenges perceived by the students towards corrective feedback in the process of learning through the use of Google Classroom. According to Creswell (2011), phenomenology describes the meaning of conscious individual experience about a concept or phenomenon. For the research participants, the study employed six Master's degree students of English Language Education at a private university in Yogyakarta who had enrolled in some courses during the digital learning process. Pseudonym was applied for confidential reasons to help the researcher order the category based on the research findings obtained, namely Milly as participant one, Noah as participant two, Jack as participant three, Nancy as participant four, Bobby as participant five, and Rachel as participant six. Allen and Wiles (2016) stated that a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy. Henceforth, the consideration of choosing those participants was to see whether they had received same perspectives or not towards the benefits and challenges of corrective feedback in the online learning process.

In addition, the instrument used in this research was interview to collect the data. Cohen, Manion, and Morrison (2011) defined that interview is a flexible instrument for data collection, allowing multi-sensory channels to be used: verbal, non-verbal, spoken and heard. Besides, the type of interview used in this study was standardized open-ended interviews because the researchers wanted to reduce interviewers' bias and effect when doing the interview. In the open-ended item, the participants supplied frame of reference and put a minimum of restraint on the answers and the expressions (Kerlinger as cited in Creswell, 2011). Also, the researchers provided some lists of questions as the guideline in conducting the interview. After conducting the interview, the data analysis was continued by transcribing the data, doing a member checking by sending the transcribed data to the participants, validating them to ensure the trustworthiness, and coding the texts. Furthermore, the researcher used four types of coding such as open coding, analytical coding, axial coding, and selective coding to analyze the data of this research adopted from Cohen et al. (2011). Creswell (2011) stated that the process of coding is to create and categorize texts to have detailed themes. Eventually, all the coded data are reported by explaining them into paragraphs in the results and discussion.

III. Results and Discussion

In this part, the researchers reported the findings based on the data analysis and the discussions of the research results. The research findings showed the data obtained from the analysis results to investigate the benefits and challenges of corrective feedback perceived by the students in the digital learning towards the use of Google Classroom. Several benefits and challenges of corrective feedback perceived by the students in the digital learning were found in this research. Therefore, each research result is explained in the following paragraphs briefly.

3.1 Benefits of Corrective Feedback Perceived by the Students in the Digital Learning

After completing the data analysis by coding, the benefits of corrective feedback perceived by the students in the online learning were emerged into several themes. Those corrective feedback benefits were developing writing skill, becoming a guideline for doing the assignments, understanding strengths and weaknesses of writing skill, becoming a habit to write an academic essay, and building grammar understanding in writing skill. Thereupon, each benefit of corrective feedback perceived by the students in the online learning is presented in the following paragraphs in detail.

a. Developing Writing Skill

The first research result of benefits perceived by the students on corrective feedback in the online learning through the use of Google Classroom was helping students develop their writing skill. Revealed from the theme mentioned, the first, second, fourth, fifth and the sixth participants, Milly, Noah, Nancy, Bobby, and Rachel said that their writing skills could be improved due to the feedback given by the lecturers in google classroom, so they could identify what to do in order to develop their writing skill.

In my point of view, a benefit of corrective feedback delivered by the lecturers through Google Classroom is able to help me develop my own writing skill better. For example, I have to provide the experts' opinions after giving my sights in the writing context so as to support my writing ideas. (Participant 1)

The corrective feedback given by the lecturers in the Google Classroom is able to improve every student's writing skill. For instance, when the lecturers suggest the students to always include the examples of essay writing, they will be able to understand and remember that every essay writing should always provide the examples. Besides, corrective feedback can develop our writing skill to be more academic. (Participant 2)

In my opinion, the corrective feedback displayed by the lecturers in the Google Classroom can develop my own writing skill, for example, I am able to always pay attention towards some crucial aspects delivered by the lecturers in previous writing assignments. (Participant 4)

In my own perspective, the benefit of corrective feedback is able to evaluate the incorrect assignments which we have written, so we can develop our writing skill well. (Participant 5)

Besides, corrective feedback given by the lecturers in the Google Classroom can develop our writing skill effectively. (Participant 6)

b. Becoming a Guideline for Doing the Assignments

As the second finding on the benefits of corrective feedback, the students could use the corrective feedback from their previous assignment as a guideline for the next writing assignment. Revealed from the theme mentioned, the first participant, Milly said that she

used the corrective feedback given as a reference of some things that she had done wrong in previous assignment, so she could improve for the next assignment.

From the corrective feedback, it can remind me some missing parts which have to fulfil in writing context so that I will always be aware of the things mentioned in the corrective feedback as a reference of doing assignments. (Participant 1)

c. Understanding Strengths and Weaknesses of Writing Skill

Understanding strengths and weaknesses of writing skill came as the third finding concerning on the benefits of corrective feedback in the digital learning. It was revealed from the second, fourth, and the sixth participant, Noah, Nancy, and Rachel who said that corrective feedback gave them understanding about their strengths and weaknesses in writing an essay. Besides, the participants also added that from the corrective feedback given by the lecturers in the digital learning, they were able to know how to write proper writing well.

In my opinion, there are many benefits of corrective feedback in the use of Google Classroom, for example, we can know how to write the essays correctly. Also, we are able to understand the strengths and weaknesses from our works in order to be able to improve our writing skill. (Participant 2)

As a benefit of corrective feedback, we are able to know the strengths and weaknesses towards the writing skill from own works so as to improve our learning ability. (Participant 4)

In my point of view, the benefit of corrective feedback given by the lecturers in the Google Classroom can lead us as the students to know the strengths and weaknesses of our tasks to improve the learning ability. (Participant 6)

d. Becoming a Habit to Write an Academic Essay

Practice makes perfect which this is what the researchers found from the second participant, Noah. He said that with the frequent amount of essay assignments from the lecturer, it could make him familiar to write in an academic way. Besides, he also believed that the corrective feedback given by the lecturers will have a good impact for him in order to become a habit to always write an academic essay effectively.

In this digital learning, the lecturers always give us a lot of writing assignments in the Google Classroom so that it can get us used to write an essay in academic way. (Participant 2)

e. Building Grammar Understanding in Writing Skill

Building grammar understanding in writing skill raised as the last finding of the benefits in the corrective feedback towards the digital learning. Suryanto (2018) said that grammar is one of the most important parts of writing and has a function in which a writer typically has or is expected to have to write good writing. Regarding the statement mentioned, two participants, Noah and Jack revealed that corrective feedback from the lecturers could improve their understanding about grammar. Hence, the relevant statements mentioned by the second and third participants are mentioned as follows.

In giving feedback through the Google Classroom, the lecturers always provide the corrective feedbacks on how to use grammar accuracy such as always writing correct sentences in essay so that it can build my grammar understanding in writing skill. (Participant 2)

During the process of online learning, the corrective feedback from the lecturers comes as a benefit to build the grammar understanding in writing skill. Also, we can know that in writing an academic essay, we should always use the accurate and correct grammar. (Participant 3)

3.2 Challenges of Corrective Feedback Perceived by the Students in the Digital Learning

In spite of the students gained numerous benefits from the corrective feedback in the digital learning, they also faced the challenges of receiving the corrective feedback through the use of Google Classroom. Besides, some of corrective feedback challenges perceived by the students in the Google Classroom were facing the difficulty to understand the general comments, receiving long duration feedback, providing unequal feedback distribution, giving a limited access for having communication with the lecturers, receiving unclear information towards the feedback content of the writing assignments, providing lack of essay writing examples, and receiving a limited feedback information. Henceforth, each challenge of corrective feedback is explained in the following paragraphs briefly.

a. Facing the Difficulty to Understand the General Comments

The first research result of corrective feedback challenges perceived by the students in the online learning through the use of Google Classroom was facing the problem to understand the general comments given by the lecturers. Revealed from the theme mentioned, the first and the third participant, Milly and Jack said that general comments delivered by the lecturers in the Google Classroom still led them to face the problem in understanding the feedback purpose of their own writing tasks. Hence, those statements are mentioned as follows.

Based on my experience involving in the Google Classroom learning, I always receive general feedback of my own writing tasks so that I still do not understand the weaknesses of writing an effective paragraph. Also, it can lead me have the difficulty to apply the general feedback mentioned in doing my tasks well. (Participant 1)

For me, the lecturers only give the general feedback towards our writing tasks in the Google Classroom, for example, the lecturers said “your work is still lack of example” so that it can lead us to have the difficulty to understand the given feedbacks. (Participant 3)

b. Receiving Long Duration Feedback

Receiving long duration feedback was found as the second challenge of corrective feedback from the lecturers faced by the students in the use of Google Classroom during online learning process. Regarding the statement mentioned, all of participants, Milly, Noah, Jack, Nancy, Bobby, and Rachel argued that they had to wait the corrective feedback given by the lecturers for several weeks or even months in order to receive the information of writing assignments through the Google Classroom in the process of online learning. Besides, they also added that after submitting weekly assignments, the lecturers sometimes delivered slow correction response of feedback, so they did not know how to revise and learn from the previous lessons.

I usually have to wait the corrective feedback from the lecturers for several meetings to revise my own works. (Participant 1)

Of the corrective feedback challenges in the Google Classroom, I have to wait for a long time to receive the feedback from the lecturers after submitting the weekly assignments. As a reason, my assignments have not been corrected immediately while the

lecturers have given the new assignments in the following meeting, so we cannot learn from our feedbacks of previous assignments. (Participant 2)

In my point of view, as the main challenge of corrective feedback through the use of Google Classroom, the lecturers sometimes give a slow correction response which can lead the students to wait for a long time to receive the feedback of their own work. As a reason, we do not know the feedback results to do the new assignment. (Participant 3)

Besides, the challenge of corrective feedback in the Google is long duration process of feedback delivery from the lecturers so that we cannot write our assignments properly because we do not have the additional information of our writing feedback. (Participant 4)

In my opinion, a challenge of corrective feedback in the Google Classroom comes from the lecturers who always give long duration of returning the feedback to us. Sometimes, it needs a week or even a month to receive the feedback of our tasks from the lecturers. (Participant 5)

I assume that so far, we have to wait for a long time to receive the feedback from our lecturers. (Participant 6)

c. Providing Unequal Feedback Distribution

The third challenge of corrective feedback was providing unequal feedback distribution in the use of Google Classroom during the digital learning process. From the statement mentioned, only one participant had an argument towards this finding theme. Milly stated that during the online learning, some of students had not received the corrective feedback from the lecturers in the use of Google Classroom. As a reason, the students felt confused how to do the following assignments updated by the lecturers since they did not know the content of the feedback at all.

Not all students have received the corrective feedbacks given by the lecturers in the Google Classroom. (Participant 1)

d. Giving a Limited Access for Having Communication with the Lecturers

Giving a limited access for having communication with the lecturers came as a challenge for the students to receive an online corrective feedback through the Google Classroom. Revealed from the statement mentioned, two participants, Milly and Nancy argued that the use of Google Classroom towards the corrective feedback seemed ineffective since the students could not have access to have free communication with the lecturers in order to ask about unclear feedback freely. Besides, they also said that Google Classroom only provided a limited access to request the clear explanation of the assignment feedbacks.

Giving corrective feedback through Google Classroom provides limited access of having a communication towards the tasks given by the lecturers. Besides, if I have a question related to the assignments in the Google Classroom, the lecturers sometimes give a late response and even do not reply the messages at all. (Participant 1)

When I want to ask some questions to the lecturers, I cannot freely convey my own ideas in the Google Classroom to have clear explanation of the assignment feedbacks owing to the fact that Google Classroom only provides a limited communication access. (Participant 4)

e. Receiving Unclear Information towards the Feedback Content of the Writing Assignments

The fifth challenge of corrective feedback in the digital learning was receiving unclear information towards the feedback content of the writing in the Google Classroom. All participants believed that the lecturers did not point out the detailed information towards the feedback given through Google Classroom. Also, they added that they received unclear corrective feedback so that they still did not understand how to write the correct essay assignments. Therefore, those six participants' statements related to this corrective feedback challenge are mentioned as follows.

To me, the lecturers do not always point out the detailed information about the assignment feedbacks in the Google Classroom. (Participant 1)

The lecturers sometimes do not give the detailed correction of assignment feedbacks to show inappropriate or error writings on how to write effective essay such as giving the essay writing example. For the reason, not all of us have already understand the proper essay writing, so we really need examples from lecturers to gain the clarity of feedback content. (Participant 2)

Mostly, the lecturers only give the general feedback of our writing tasks so that we still do not gain the clear feedback towards our content writing. (Participant 3)

The lecturers give simple feedback on the comment box of the Google Classroom so that we do not receive the detailed feedback. (Participant 4)

Besides, the lecturers sometimes do not give detailed feedback information in the Google Classroom to our writing assignment which is different from the offline learning where they always deliver a lot of feedback information towards our writing tasks. (Participant 5)

The corrective feedback given by the lecturers is not clear enough so that I still do not understand how to write the correct essay assignments. (Participant 6)

f. Providing Lack of Essay Writing Examples

Providing lack of essay writing examples came as the students' problem in receiving the corrective feedback in the digital learning given by the lecturers through the use of Google Classroom found by the researchers. Two participants, Noah and Nancy stated that they did not receive the example of essay writing during the online learning process so that there was no any instruction given by the lecturers. Following this, they also argued that when the lecturers gave the writing assignments during the online learning process, they did not provide the example or even instruction of essay writing so that as the students, they did not fully understand how to write the proper essay.

As another challenge of corrective feedback, the lecturers give a simple feedback without presenting the essay writing example which can be ineffective, so for me, they should provide a lot of feedbacks started from the writing content or how to write the proper essay by giving the essay example. (Participant 2)

Based on my experience, the lecturers do not give the examples of essay writing in the Google Classroom, so as the students, we do not fully understand to do the assignments given by the lecturers. (Participant 4)

g. Receiving a Limited Feedback Information

Receiving a limited feedback information was found as the last finding in the challenges of corrective feedback in the digital learning. Two participants, Bobby and Rachel also faced the problem in accepting the limited feedback information delivered by their own lecturers in the process of online learning. Besides, they also believed that the

corrective feedback of writing assignments given by the lecturers in the Google Classroom was ineffective on the grounds that they could only receive a little feedback. Also, the comment box of the Google Classroom was limited to convey the suggestions or comments for the lecturers so that they could face the difficulty to evaluate their writing assignments well.

For me, it is not really effective if the lecturers deliver the corrective feedback of our writing works through Google Classroom because we can only receive a little feedback, so it will be difficult to evaluate our own writing assignments. (Participant 5)

As far as I am concerned, giving corrective feedback in the Google Classroom is not effective because the comment box is not enough for the lecturers to give the feedback for our assignments, so we cannot receive the effective feedback. (Participant 6)

IV. Conclusion

Corrective feedback comes as a crucial aspect for majority of students in digital learning especially during this Covid-19 outbreak. As a reason, the students need to receive more information from their own teachers to achieve the learning outcomes towards material understanding. Based on the statement mentioned, it might be benefits and challenges perceived by the students towards the corrective feedback in the online learning process owing to the fact that the digital learning does not always lead them to have learning satisfaction compared to the offline learning with comprehensive learning interaction of classroom activity. Using qualitative approach, six Master's degree students of Master of English Education major at an Islamic private university in Yogyakarta were involved in this research. Besides, those students had enrolled in some courses during the digital learning process. The results of this research illustrated the students' beliefs on the corrective feedbacks perceived in the digital learning through the use of Google Classroom. Likewise, the research results showed that several findings related to benefits and challenges of corrective feedback perceived by the students in the digital learning were found in this research. As the benefits of corrective feedback, those were developing writing skill, becoming a guideline for doing the assignments, understanding strengths and weaknesses of writing skill, becoming a habit to write an academic essay, and building grammar understanding in writing skill. Of the challenges in the corrective feedback, those were facing the difficulty to understand the general comments, receiving long duration feedback, providing unequal feedback distribution, giving a limited access for having communication with the lecturers, receiving unclear information towards the feedback content of the writing assignments, providing lack of essay writing examples, and receiving a limited feedback information. Thereupon, every English teacher should make sure that they have already corrected whole students' tasks as the corrective feedback delivery of the online learning process through the use of Google Classroom so that the students will be able to achieve the learning outcomes effectively.

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