

Undergraduate Students' Engagement in Writing Classroom Through Written Formative Feedback Using Google Classroom

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Abstrak

Penelitian ini telah menyelidiki keterlibatan mahasiswa sarjana dengan umpan balik korektif tertulis menggunakan Google Classroom sebagai media platform. Studi kasus ini telah mengeksplorasi bagaimana siswa secara afektif, perilaku, dan kognitif terlibat dengan umpan balik korektif tertulis dalam penulisan tinjauan pustaka. Pesertanya adalah lima mahasiswa dari salah satu perguruan tinggi negeri di Indonesia. Siswa diminta untuk menulis 750 kata literature review selama tiga minggu. Ini memeriksa data dari berbagai sumber termasuk kuesioner dan wawancara. Studi ini telah menemukan bahwa siswa secara afektif, perilaku, dan kognitif terlibat dengan WCF: secara afektif, peserta menunjukkan berbagai jenis emosi; secara behavioral, siswa menemukan bahwa siswa menjadi aktif menulis karena difasilitasi dengan WCF; kognitif, peneliti menemukan bahwa WCF berguna dan mengarah ke perbaikan.

Kata Kunci: Keterlibatan siswa, umpan balik, umpan balik tertulis

Abstract

This research has investigated undergraduate students' engagement with written corrective feedback using Google Classroom as a platform media. This case study has explored how students affectively, behaviorally, and cognitively engage with written corrective feedback in literature review writing. The participants were five students from one of state university in Indonesia. Students were asked to write a 750 words of literature review for three weeks. It examines data from multiple sources including questionnaire and interview. The study has found that students were affectively, behaviorally, and cognitively engaged with WCF: affectively, participants showed different kinds of emotions; behaviorally, students found that students become actively write since they were facilitated with WCF; cognitively, the researcher found that the WCF in useful and it leads to betterment.

Keywords: Student engagement, feedback, written feedback.

INTRODUCTION

Learning to write is similar in that many people cannot communicate effectively in written communication. This is true for L1 or L2 writers, ESL learners or EFL learners and learners at any age level (Herder & King, 2012). In many several senior high schools in Indonesia show that one of language aspect to learn for EFL learners, writing, become an unwell-established course in English class. Teachers prefer to do several activities related to intensive writing activities to extensive writing. Psychologically, students are not only need cognitive achievement but they also need motivation in every week how they have done. Teachers cannot engage students if they insist on increasing student writing score instead of providing educational purposeful activities to contribute directly to the preferred outcomes. For EFL teachers, providing feedback on students' written work is a ubiquitous pedagogical practice, understanding how and to what extent students respond to feedback can be important. It helps them to build links that connect the provision feedback and its effects on students' writing development. Teachers' pedagogical practices in providing feedback can be informed by a thorough understanding of student engagement (Fredricks et al., 2004; Kahu, 2013; Zepke et al., 2010).

Formative feedback represents information communicated to the student that is intended to modify the students' thinking or behavior for the purpose of developing learning. In technology-assisted instruction, similar

to classroom settings, formative feedback comprises information presented to the learner following the learners' input with the purpose of shaping the perception, cognition, or action of the learner (Moreno, 2004; Wager & Wager, 1985).

One of the main concerns of L2 teachers is giving feedback on linguistic errors in L2 learners' writing. Many researchers had been studied about feedback on students' writing, Han & Hyland (2015) have studied about written corrective feedback in a Chinese tertiary EFL classroom. This paper reports on an exploratory multiple-case study conducted against this backdrop to investigate four learners' cognitive, behavioral, and affective engagement with written corrective feedback in a Chinese tertiary-level EFL classroom by presenting four holistic and contextualized case narratives.

Furthermore, Zheng & Yu (2018) investigated lower-proficiency (LP) students' engagement with WCF (Written Corrective Feedback) in EFL writing classes. While the participants' affective engagement was largely positive, the study found that their behavioral and cognitive engagement were less intense. Their behavioral engagement did not always lead to improved language accuracy, and there was little awareness at the level of understanding the written corrective feedback, particularly for the indirect WCF. Additionally, it was discovered that the three sub-dimensions of engagement were out of balance due to students' inferior English proficiency, which may have a negative impact on their cognitive and behavioral involvement with WCF.

One of feedback that recently used is Automated Written Evaluation (AWE). Automated written evaluation system and similar tools for assessment purpose in second language (L2) writing classroom has rapidly increase due to their numerous advantages (Koltovskaia, 2020). In his research about student engagement with automated written corrective feedback (AWCF), he uses Grammarly as a tool for revising students' final draft. Following previous research, student engagement was operationalized using three interconnected dimensions: behavioral, cognitive, and affective. Behavioral engagement was explored through the analysis of QuickTime-based screencasts of students' Grammarly usage. Cognitive and affective engagement were measured through the analysis of students' comments during stimulated recall of the aforementioned screencasts and semi-structured interview. On his multiple case study approach, findings showed that students had different levels of engagement with AWCF. One showed greater cognitive engagement through his questioning of AWCF. However, he did little to verify the accuracy of feedback which resulted in moderate changes to his draft. The other's overreliance on AWCF indicated more limited cognitive engagement which led to feedback's blind acceptance.

In addition, Zhang & Hyland (2018) investigated student engagement with teacher and automated feedback on L2 writing. The AWE system that they used was *Pigai*, which is managed by a Chinese company and used by tens of millions of students in Chinese universities. They assumed that engagement is a key factor in the success of formative assessment in teaching contexts where multiple drafting is employed. Their results show that different sources of formative assessment have great potential in facilitating student involvement in writing tasks and we highlight some of these pedagogical implications for promoting student engagement with teacher and AWE feedback.

In line with this, technology is progressively being developed in the education industry as innovations for teaching-learning activities in this era. (Saptani, 2017) revealed that educational innovation activities provide students and teachers with valuable opportunity to observe and participate in the teaching and learning process outside of traditional classrooms. Nowadays, students are also interested in social networking sites. Therefore, many teachers start using social networking sites as their teaching media due to the fact that students should conduct their learning activities through technology.

However, a few teachers who concern on students' engagement especially in writing activity as it lacks of media that mediates students to engage in writing activity. Teachers can now use a number of educational technologies, along with the traditional classroom setup, to enhance the learning environment for the students. In 2014, Google Apps for Education (GAPE) launched Google Classroom. The application is free to use for teachers and students which makes it an ideal fit for developing countries, where the budgets are limited. It can act as a learning management system in schools, colleges, and higher education institutes. Teachers can effectively utilize classroom time using google classroom. And it is still underexplored by many teachers,

whereas Google Classroom effectively could contribute to student engagement in writing class.

A study carried by (Albashtawi & Al Bataineh, 2020) investigated the effect of using Google Classroom on the reading and writing performance of diploma students with English as a Foreign Language (EFL) in Irbid, Jordan. It aimed investigate the attitudes of students toward using Google Classroom as an innovative online platform. The result show that Google Classroom improved the reading and writing performance of Syrian students. Students showed positive attitudes toward using Google Classroom in terms of its ease of use, usefulness, and accessibility.

The term "engagement" broadly refers to how invested or "dedicated" students are to their learning. It encompasses a variety of factors that are evident in how students respond to texts and how they approach writing and responding. It is a catch-all phrase that encompasses a student's level of focus, curiosity, interest, and willingness to use their language skills and toolkit of learning techniques to advance. These are made real by emotive, behavioral, and cognitive components that can help encourage efficient reactions to feedback (Zhang & Hyland, 2018).

Han & Hyland (2015) in their study about exploring learner engagement with written corrective feedback in a Chinese tertiary EFL classroom have stated that a students' engagement with written corrective feedback includes his/her affective, behavioral and cognitive engagement with the written corrective feedback. In addition, Zhang (2017) has viewed a student's engagement with computer-generated corrective feedback as exhibited in the emotional (related to affective), behavioral, and cognitive aspects. Together, recent research has operationalized affective, behavioral, and cognitive dimensions to describe student engagement with corrective feedback as a complex continuum.

Based on the previous research above, student engagement with feedback has been under-researched in L2 writing, although it has been shown to play a pivotal role in writing learning in higher education (Han & Hyland, 2015; Koltovskaia, 2020; Zhang & Hyland, 2018; Zheng & Yu, 2018). Against such a background, therefore, this study aims to explore undergraduate students' engagement in teacher written formative feedback using google classroom. This study reports case study design to investigate students' cognitive, behavioral, and affective engagement in EFL classroom. Participants were undergraduate students from one of state university in Indonesia that has been taught by English EFL teacher. Despite its importance research on student engagement with written formative feedback surprisingly scarce, it is beneficial of conducting this study.

METHOD

This research was conducted in one of state university in Indonesia. This study focused on the implementation of teacher written formative feedback and Google Classroom in English writing class. The participants of this study were five students from 4th semester with English Education major in Academic Writing subject. In this research, the students were asked to write a literature review about Technology in English Classroom with 750 words. The students used the outline that given by the teacher. The assessment criteria in this assignment were compulsory moves and stages of literature review, linguistic features, grammar, and quotation and references.

Case study design was applied in this study. Case study is a valuable method of research, with distinctive characteristics that make it ideal for many types of investigations. Its use and reliability should make it a more widely used methodology, once its features are better understood by potential researchers (Tellis, 1997). This study aims to investigate how the implementation of teacher written formative feedback using Google Classroom in engaging students. The engagement refers to students' emotional, students' behavioral, and students' cognitive. The data of engagement were obtained from questionnaire, and transcript of interview. The collected data were analyzed by theory from Miles and Huberman (2007) called Interactive Model Analysis which divides the steps in data analysis activities with several parts, namely data collection, data reduction, data display, and conclusion.

RESULTS AND DISCUSSIONS

This research aims to figure out how students affectively, behaviorally, and cognitively engage with written corrective feedback using google classroom. This case study design explored five undergraduate students with their experience in receiving feedback upon their writing. The data obtained from questionnaire and interview. The finding showed the students were affectively, behaviorally, and cognitively engage with WCF:

affectively, when they first received WCF, most of them was experienced positive emotion by showing appreciation for the value of WCF; behaviorally, they were facilitated having written corrective feedback. It leads them to be self-regulated learning since they had awareness of revising their own writing, there were opportunity and challenges on WCF they received; cognitively, the researcher found two main subcategories based on the data: (1) Written corrective feedback is useful, (2) Written corrective feedback leads to betterment.

Affective Engagement with WCF

Affect concerns the feelings and emotions that students express when receiving WCF and changes these feelings and emotion in making revision. In this research, affective engagement referred to the students' emotional reaction toward teacher written corrective feedback using google classroom upon receiving the WCF and their overall attitude toward WCF. The data showed that students felt different kinds of emotions when their received feedback from the teacher. One of them (R3) felt happy and sad, happy because receiving feedback makes her better in writing, sad because she realizes that her writing is still poor:

My feelings when receiving corrective feedback are happy and sad. Happy because receiving feedback makes me better in writing and I have to learn more to avoid the linguistic errors. Sad because I realize that my writing is still poor.

Another response from the participants upon receiving the feedback was they felt motivated and happy because when the teacher gave the feedback upon their writing, that means the teacher was care of them and it also develops their skills in writing:

I feel motivated to practice more in my writing. And I also feel better because I knew what is the good answer looks like and do self-correction.

When receiving the feedback, I feel happy because it means my teacher cares about me and it makes my skill developed.

Interestingly, one of five participants (R5) showed different feelings when receiving WFC, she felt afraid when the teacher gave her the feedback upon her writing. She was afraid because linguistic errors in writing was a big mistake and it takes a long time to solve it:

I feel afraid because linguistic errors in writing is quite complicated. And it takes time to solve this error.

Based on the data transcript above, it can be concluded that all the participants were affectively engaged with written corrective feedback. For example, when they first received WCF, most of them was experienced positive emotion by showing appreciation for the value of WCF. Some of them first experienced negative emotion (i.e., sad & afraid), but quickly replaced with positive emotion and stating that the WCF was useful in helping them avoid making the same mistake in the future.

Behavioral Engagement with WCF

Students' behavioral engagement with WCF can be displayed in his/her method of revision and observable strategies used in revision. Behavioral engagement represents as what students do with the WCF received. In this research, behavioral engagement referred to what students do when they received WCF from their teacher, what strategy are they used to revise it, and students' learning experiences in receiving teacher written corrective feedback. The data explained that five students did the similar things when they received the feedback. All of them stated that they read repeatedly the feedback from their teacher and then do the correction towards writing errors that they made. One students' comment (R3) in the questionnaire seemed to sum up the opinion of the majority:

Firstly, I repeatedly read the feedback that given by my teacher to avoid errors when revising my assignment. And then, I began to do the revise upon the mistakes according to the feedback that has been given. After that, I checked my writing to avoid the same mistake.

Another aspect to determine behavioral engagement in this research was students' strategy to revise the WCF. The questionnaire data showed that all participants used the same strategy to revise the received feedback. They usually read some journal articles that related to the topic of their writing as a reference to determine the mistake that they made. One students' comment (Ranti) that represents another answer:

The strategy that I used in revising my essay is understanding the feedback that has been given, read some journal articles that related to the topic to strengthen my writing based on the fact from the journals. I also take notes of my mistakes to avoid the same errors in the future.

Students' experience on receiving written corrective feedback can also be used as reference in determining students' behavior engagement. The data showed that written corrective feedback helped them to write well and it showed that written corrective feedback were inspired them in learning to write. Thus, the students keep on writing their paper simultaneously. It can be traced from questionnaire data from R1 & R4 below:

At the beginning I found it very difficult and challenging because we as students are required to be able to do it with good writing but after several times, I did the assignment and then wrote a literature review in several meetings, then was given feedback from the teacher I felt my writing ability was much better than previously. And I also get experience and insight for writing my thesis later.

The experience of writing assignment of literature review in the previous semester was a memorable experience. In my opinion, writing literature review adds my insight in scientific paper that I did not know before. It also helps me become a more critical in facing a problem. Even though the process is so long, draining energy and exhausting, it is actually really fun and exciting. The teacher always gave the material and explain it before giving and assignment.

At this point, the data showed that this literature review assignment was not their first time in receiving feedback, they used to write the similar thing together in the classroom for several meetings and receive feedback directly from the teacher. This activity becomes a memorable experience for them because it was challenging and also shapes their writing skills.

Based on the mentioned questionnaire data transcription above, the students were engaged behaviorally as they were facilitated having written corrective feedback. It leads them to be self-regulated learning since they had awareness of revising their own writing, there were opportunity and challenges on WCF they received. It also helped them to have positive attitude to write.

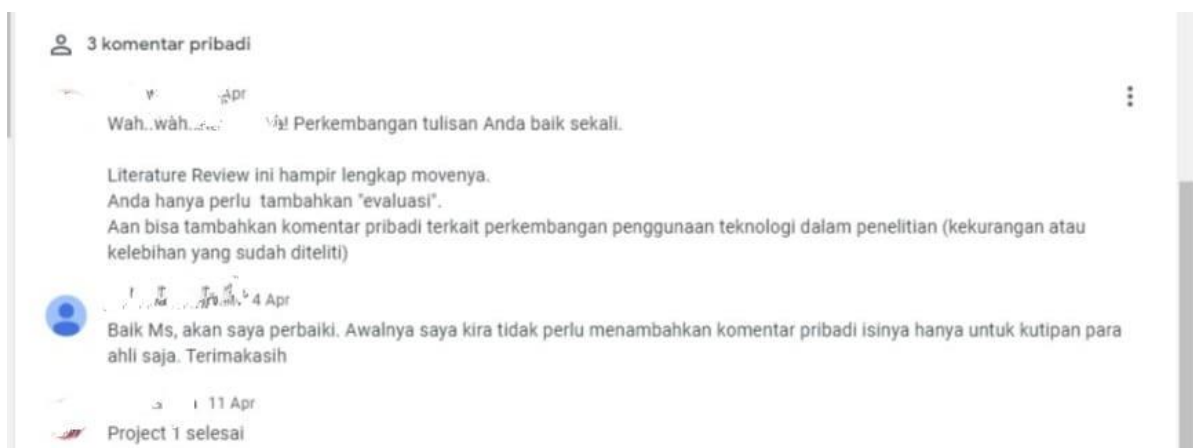
Cognitive Engagement in WCF

Students' cognitive engagement with WCF can be examined in light of how deep he/she processes the WCF (awareness of noticing & understanding), meta-cognitive operations that regulate learners' mental effort exerted to process WCF, and cognitive operation deployed to process WCF and generate revisions. According to the questionnaire data, it showed that the students were cognitively oriented toward receiving feedback, noting the usefulness and helpfulness of feedback in the literature review writing. The researcher found two main subcategories based on the data: (1) Written corrective feedback is useful, (2) Written corrective feedback leads to betterment. These two subcategories were represented below:

I think feedback from the teacher is very helpful because I can know my weaknesses in writing ability.

... because, teacher written corrective feedback is constructive and it develops my ability to write essays or other scientific writings.

For me, I think it's enough because my teacher has done in providing feedback is very sufficient and useful for students.



Picture 1. Represents students cognitively engage wit WCF (leads to betterment)

Referred to the data above, the findings revealed that the students were cognitively engaged with written corrective feedback. One of the reasons, according to the data, might be related to the source of data which is instructor who can play a critical role in enhancing writing performance. As previously mentioned, students' cognitive engagement can be determined by how deep she/he processes the WCF, awareness of noticing and understanding. Picture 1. Figured that the students could process the WCF well in terms of awareness at the level of understanding, it could be seen from teacher's feedback on her writing which the progress was really well.

This research has explored how do students engage in teacher written corrective feedback using google classroom as a media platform affectively, behaviorally and cognitively. From the affective perspective, most participants were quietly considerate of their teacher's workload in providing written corrective feedback and their engagement seemed to be overall positive. Affective engagement concerns on immediate emotional reactions upon the receive of WCF and changes these emotions over the revision process and also attitudinal responses toward WCF (Han & Hyland 2015). In addition, Zhang & Hyland (2018) stated that affective engagement includes students' emotional responses and attitudinal reactions on feedback. In this research, according to the questionnaire and interview data, most responses from the students were appreciate on WCF, three students responded that they were happy, one student responded that she was happy and sad at the same time, happy because receiving feedback makes her better in writing, sad because she realizes that her writing is still poor. And only one student felt afraid when received feedback, because linguistic errors were quite complicated mistake and it takes time to revise. This reflects previous study's findings from Koltovskaia (2020) on his study about students' engagement with automated written corrective feedback provided by Grammarly. Regarding affective engagement with AWCF, which involved students' emotional reactions and attitudinal responses to feedback, both students experienced different emotional reactions (Koltovskaia, 2020).

From the behavioral perspective, all students were behaviorally engaged with written corrective feedback as they were facilitated having written corrective feedback. It leads them to be self-regulated learning since they had awareness of revising their own writing, there were opportunity and challenges on WCF they received. It also helped them to have positive attitude to write. Behavioral engagement refers to what students' behavioral reactions to feedback including revision and time spent on revision (Zhang & Hyland, 2018), and represents as what students do with the WCF received (Han & Hyland, 2015). From the collected data it was found that most of students used the same strategies when revising their writing they usually read some journals that related to the topic of their writing as a reference to determine the mistake that they made. In line with this, (Zheng & Y, 2018) found interestingly that self-editing strategies was their participants used when revising the WCF. When asked in the interviews why their revisions did not go beyond the sentence level, the students responded that because most of the feedback was on linguistic errors, they were more attentive to these errors.

From the cognitive perspective, most of participants were cognitively engaged with written corrective feedback. Cognitive engagement can be examined in light of how deep he/she processes the WCF (awareness of noticing & understanding), meta-cognitive operations that regulate learners' mental effort exerted to process WCF, and cognitive operation deployed to process WCF and generate revisions. the researcher found there were

two sub-categories that indicates cognitive engagement from the students, these are, first written corrective feedback leads students to the betterment which means the WCF could develop their writing skills by knowing their mistakes and made it into a self-reflection also tend to not to do the same mistake again in the future. Second, written corrective feedback is useful which is because the teacher plays a great role in enhancing students' writing performance. It means that teacher offered useful information to students that led to an adaption of learning and deeper understanding. This is in line with (Zheng & Yu, 2018) who found that from twelve participants, eight responded that WCF was very helpful, three said that it was helpful for some extent and only one who said that it was of no use and hence unimportant.

CONCLUSIONS

This research has focused on undergraduate students' engagement with written corrective feedback using google classroom as a media platform. This case study has explored five undergraduate students from one of state university in Indonesia. It analyzed data obtained from their writing in academic writing subject, students were asked to write a literature review for three weeks to show how these students react affectively, behaviorally, and cognitively with written corrective feedback provided by teacher on their writing performance.

This study reports similar kinds of emotions in affective engagement with written corrective feedback. This undergraduate student mostly has positive emotions (i.e., happy & motivated) towards WCF, only one of them (Syifa) feels afraid of receiving feedback, because most of her received feedback was linguistic errors and she thoughts that linguistic errors was quite complicated and it takes time to solve. Behaviorally, the data showed that written corrective feedback helped them to write well and it showed that written corrective feedback were inspired them in learning to write. It also helped them to have positive attitude to write. The students also engaged cognitively with written corrective feedback, according to the questionnaire data, it showed that the students were cognitively oriented toward receiving feedback, noting the usefulness and helpfulness of feedback in the literature review writing.

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