Empowering Alpha Generation
with Digital Literacy Skills for
Facing Industrial Revolution 5.0
in
New Normal Era:
Series of Articles

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EMPOWERING ALPHA GENERATION WITH DIGITAL LITERACY SKILLS FOR FACING INDUSTRIAL REVOLUTION 5.0 IN NEW NORMAL ERA: SERIES OF ARTICLES

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PREFACE

We always hope the grace and pleasure of almighty God with His blessings and grace, this antology called "Empowering Alpha Generation with Digital Literacy Skills for Facing Industrial Revolution 5.0 in New Normal Era" finally can be completed.

The conference is a place for students, teachers, lecturers, and researchers to discuss the research of English language literature for empowering alpha generation with digital literacy skills for facing industrial revolution 5.0 in new normal era.

Unforgettable, we would like to express our gratitude to Mrs. Candradewi Wahyu Anggraini, S.Pd., M.Pd., as the Coordinator of English Education Study Program, colleagues, and all invitees who have participated and supported the 2nd conference of English Language Literature so it could be carried out well. And also, we want to thank all committee members who have worked hard to organize the conference.

Hopefully this antology book can give the advantages for the readers. We realize that the proceeding is not perfect either on its arrangement or its content. Therefore, suggestions fromreaders can be our fuel to be better in the next series.
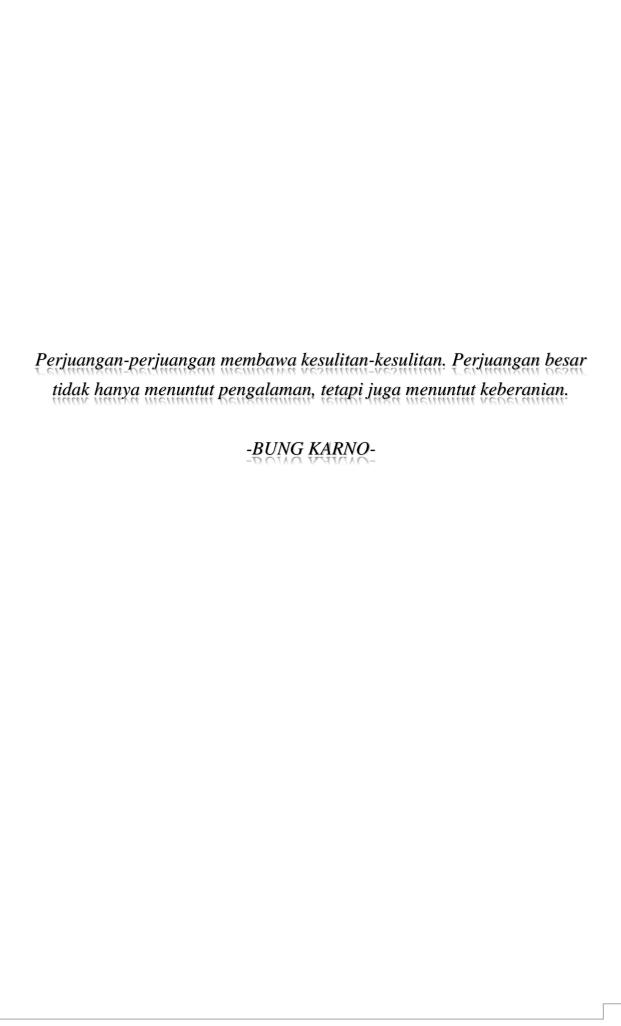
Perjuangan-perjuangan membawa kesulitan-kesulitan. Perjuangan besar tidak hanya menuntut pengalaman, tetapi juga menuntut keberanian.

-BUNG KARNO-

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Students' Perception Toward Teacher's Feedback to Increase Students' Achievement in Critical Reading and Writing Class

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Abstract

This research aimed to find out how a teacher and their students in a college as an English foreign language (EFL) critical reading and writing class in Indonesia interpret written teacher feedback. This study was categorized into descriptive qualitative research. Interviews and questionnaires were used to determine the types of feedback provided by the instructor, as well as the students' expectations and interests and the teacher's perceptions. There were twenty-five students and two lecturers who were being involved in the questionnaire and interview. twenty-five college students who were asked to complete the provided questionnaires. All of them were non-English native speakers there were English education students in Universitas Mercu Buana Yogyakarta. Not only 25 students fill the questionnaire, but also 2 lecturers of critical reading and writing were willing to do interviews. The students selected in this study were students who focus on writing essays in their classes. So that they as participants could help the researcher in obtaining data to answer research questions conducted within 45 minutes per week. The result of the research showed that teachers mostly gave feedback to students to increase students' achievement. It is based on the achievement of research that feedback was helpful to make a good written, make students learn better, and can improve students result in the future assignment.

Keywords: *EFl; Teacher's Perception; Students' Perception*

Introduction

For most Indonesian students, the use of English language in the writing activity has still become a problem. Especially for students who learn English as a foreign language. Students may find difficulties in writing in a good and right form in English. Many students have a difficulty in expressing ideas during their writing. The students produce writing through some process of writing as a classroom activity incorporating the four basic writing steps. Those are planning, drafting (writing), revising (redrafting), and editing. It explains that in the writing process, there must be a revising stage, a stage where a process of making changes throughout the writing of a draft occurs, a change that can make the draft congruent with the writer's intention. The students need feedback that may come from various sources, such as teachers, peers, and so on. Feedback itself can improve students' writing skills, it may cause positive and negative effects for the students and teacher. It can be a positive effect when

the students learn the teacher's feedback and will never make mistakes again. If the students learn the teacher's feedback, it will improve their writing skills, but if they do not learn the teacher's feedback it will also give a negative effect. When the teacher gives corrective feedback toward students' mistakes was one of the important methods in helping the student writers improve their writing pieces. It helps students to improve their writing. If the mistakes are ignored in the early stages without giving any feedback. It will be more difficult to deal with them later on. Therefore, it should be given because it is helpful for the learners. When the teacher correcting the mistakes of the student's writing, it will help the students to learn the mistakes in their writing. Learning their teacher's feedback will help the students avoid those mistakes in the future. This is one of the positive effects of the teacher's feedback.

Ayken (2004) explains that in learning a language, making errors is something unavoidable and natural. Making errors should not be a problem in language learning, especially writing, because what is essential is not the presence of the errors but how teachers approach them. It is important because the success of handling errors and providing necessary feedback to learners will turn this natural process into a significant feature for students. Students need to be provided with feedback because feedback functions as a reflection of how they are progressing in their language learning so that the students will not repeat the same errors in future learning. The role of feedback becomes more essential in writing because this particular English skill is deemed complicated. Feedback itself can be given in various ways by teachers (Kessler, Quinn, and Fathman (1992). It can be given in both spoken and written ways. In writing class, the focus of this study, the feedback is mostly provided in written form and from the corrections of the teachers.

Written teacher feedback carries a crucial role in enhancing the writing skills of students. Not solely will it give a valuable chance for teachers, contextualized, individualized, and text-based instructions (Ferris, 2001), it may also be taken seriously by students than feedback given to the students (Hattie, 2012, p. 271). Particularly for foreign or second language writing, analysis has shown that both students and teachers agree that feedback from the teacher on student writing could be an important part of writing instruction and may carry a good influence on student writing (Goldestin, 2004; Leki, 1990, p. 58; Ferris & Hedgcock, 2014, p. 237). Teachers know that feedback was useful or not based on the perception of students. It is because perception is an important element in the learning process. If students had a positive impact its means feedback is needed in the learning process. For these reasons analyze the student's perception toward teacher feedback is very important.

Sinclair (2001) defines perception as

a way of thinking or impression one has regarding something they see. Altman, Valenzi, and Hodgetts (1985) explain that perception represents how stimuli are chosen and then grouped with someone to be interpreted meaningfully. To put it another way, perception is how someone sees reality. That being said, different people have different points of view when they are observing and experiencing a certain occasion or an object. Those points of view may lead to further influence on how the people think and feel about what they have experienced and observed and thus to an occurrence of any dissimilar changes and responses in attitudes or behaviors. Related to this study, the perception is what teachers teaching in critical reading and writing class are thinking and feeling about what is happening between students, the teachers themselves, and the writing activities in the class. Mooney et al 2007 describe perspective as simply a way of looking at the world. The theory is a set of interrelated propositions or principles designed to answer a question or explain a particular phenomenon; it provides us with a perspective. There are three major theoretical perspectives: the functionalist perspective, the conflict perspective, and the symbolic interactionist perspective.

The functionalist perspective is based largely on the works of Herbert Spencer, Emile Durkheim, Talcott Parsons, and Robert Merton. The functionalist perspective emphasizes the interconnectedness of society by focusing on how each part influences and is influenced by other parts. The conflict perspective views society as composed of different groups and interests competing for power and resources. Symbolic interactionism reflects the micro- sociological perspective and was largely influenced by the work of early sociologists and philosophers, such as George Simmel, Charles Cooley, George Herbert Mead, and Erving Goffman. Symbolic interactionism emphasizes that human behavior is influenced by definitions and meanings that are created and maintained through symbolic interaction with others.

`Thus, increase students' achievement in writing is needed because writing is one of the important elements in the teaching-learning process that cannot be separated. Writing use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Purwadarminto (1987: 767) confirmed that student achievement is the maximum result that the students can achieve based on their ability when they have gone through the stages of learning. The reason why the subject is 4th semester who took critical reading and writing because critical reading and writing have stages that are Essay Reading and Writing and the last is Writing Thesis. That is why students should increase their achievement earlier to prepare them for the future *Previous Studies on Students' Reactions to and Options about Written Teacher Feedback* The study on the topic of teacher feedback and student

perception has been focusing on various aspects, for instance, the effects and description of feedback and perception, and the survey exploring the perspectives of students of teacher feedback – one research topic that has been emerging as an important aspect (Ferris & Hedgcock, 2014). This shows that student's perception of the investigation of teacher feedback has a great deal of importance. What students need and the things in the critical reading and writing class they give attention to affect what the written teacher feedback has on the students. Most research focuses on how students react to feedback from their teachers reveals that the feedback may reduce the motivation of the students if they do not receive what they expect from their teachers (Ferris, 2003).

Teacher feedback will be beneficial in assisting students in enhancing their writing if they understand and take seriously the feedback from their teachers (Ferris, 1995). Many researchers, therefore, have advised that it is necessary to make sure that teachers consider, understand, and acknowledge how their students will receive feedback on the writing products and what kind of feedback the students prefer (Hedgcock & Lefkowitz, 1996). The majority of studies on opinions of second or foreign language students regarding their reactions to feedback from the teacher have been done by survey. It has been revealed that there are various responses of students to feedback from their teachers. Besides, it has also been known that the students would rather choose various feedback types for various reasons. The first reason deals with the variety of attention focus of students on the feedback. Some students give most attention to almost all of the writing aspects, some other students only pay attention to writing form, while some other students are found to be more attentive to their writing content (Hyland, 1998; Ferris, 1995; Leki, 1991). The second reason covers how the students see the use of feedback from their teacher that is known to be mixed. Saito (1994) explains that most students thought that the feedback from their teacher was useful. Hedgcock & Lefkowitz (1996) explains that some students thought that feedback on writing errors was more important than feedback on other writing components.

Meanwhile, Leki (1991) reveals that students in the study only profited a little from their teachers' error corrections and the students in the study of Cohen (1991) show that they benefitted more from the feedback on writing organization. The third reason includes the preferences of the students for feedback type that has also been analyzed to be various based on the writing contexts they are having. Some research advised that learners expect their teachers to provide comments and suggestions on their writing form and on writing content (Leki, 1991; Cohen & Cavalcanti 1990). Some students, however, would rather choose feedback or comments on their writing form (Hedgcock & Lefkowitz, 1996).

Those various findings of previous research have discovered that views of the students should not be the only consideration, isolated from the learning and teaching context, particularly in regards to the practices and beliefs of the teachers. The response pattern of students, according to Hedgcock and Lefkowitz (1996), can be considered the representation of the teachers' writing practices within the related writing categories. Teachers' written feedback has the ability to reinforce students' points earned through specific teaching. Furthermore, any studies related to written teacher feedback should pay attention to the interactions and connections between the purposes of writing, texts, teachers, and students. There have been not many studies researching actual feedback from teachers, perceptions, and preferences of students about feedback, and opinions of teachers on the feedback practices altogether at the same time. Montgomery and Baker (2007) involved ninety-eight students and thirteen writing teachers from a university writing center to fill out a questionnaire that was adapted from one of the most commonly used questionnaires in Ferris (1995) and Cohen (1987).

The studies also examined feedback from the teachers on the writing component of the students. The studies revealed that the teachers provided more feedback on local issues and less on the global ones, but unfortunately this was contrary to what the teachers thought they did. The studies also showed that the students were mostly satisfied with the feedback amount given to them. This resulted from the belief from the students regarding how vital the local issues were in the writing courses. The researcher is interested in knowing the students' perception on the teacher's written feedback. The students are supposed to have positive perceptions toward the teacher's written feedback so that they will keep learning in writing. However, the students' perception towards the teacher's written feedback may be different from one to another; it can be positive or negative. Cohen (1990: 11) states that in order that written feedback results in a positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear. The feedback would be more understandable if the students can decipher the handwriting of the teacher or understand the comments or symbols that the teacher is likely to use. It means clarity is very important to create students" perception towards the teacher's written feedback.

Moreover, Konold et al. (2004) state one purpose of feedback is providing important information and helping students become effective and efficient learners. Reid (1993: 218) states feedback must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit to change in their writing. Therefore, the teacher's written feedback should help the students to improve their writing pieces. By seeing those arguments, it can be

inferred that assistance is a vital element in the feedback. Lewis (2002: 3) states one purpose of feedback is providing information for teacher and students. It is an ongoing form of assessment that is more focused than marks or grades. By highlighting strengths and weaknesses, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. In addition, he states that feedback is like the way of telling the students about the progress they are making and also facilitates them in the area of improvement. It means feedback given must be objective so it will let the students know how they have done, what parts do they lack, and what parts are they good.

The current study contributes to the existing research on feedback and

> 1. What kinds of written teacher feedback are provided on the final drafts of the student of an Indonesian EFL critical reading and writing class?
> 2. What are the perceptions of students regarding the written teacher feedback?

writing by studying the connection between perceptions of students on written teacher feedback and the written teacher feedback on the students' final drafts in a multi-draft setting as well as the perceptions of teachers in an Indonesian university classroom. The collection of the data in this research

was carried out by conducting a survey. Based on the theory and background above, the author presents the following research questions:

Methods

This study conducts descriptive qualitative method. According to Sugiyono (2005), "The descriptive method is used to describe or analyze research results but is not used to make broader. Mix method is to combine quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study (Johnson and Onwuegbuzie, 2004:17). In this research, the researcher used the qualitative method first by interview the teacher and students. Then, use the quantitative research there are questionnaires to find out of the perception of students.

✓ **Participants**

Participants in this study were 25 second-year students at Universitas Mercu Buana Yogyakarta who took critical reading and writing courses. The other participants are lecturers who have critical reading and writing courses at the same university. All of them were non-English native speakers. Not only 25 students fill the questionnaire and interview, but also lecturers that doing the interview. The students selected in this study are students who focus on writing essays in their classes so that participants can help the researcher in obtaining data to answer research questions conducted within 45 minutes per week.

✓ Procedure and Instruments

-Questionnaire-

The research instrument used by the author was a questionnaire. This instrument was constructed to collect data that were self-reported and that concerned the feedbacks that had been received by the students of the critical reading and writing class. This instrument required the students/respondents to analyze the papers they had gotten from their instructor in the related semester. Then they were asked to provide some responses to the questionnaire.

This research instrument was adapted from a hybrid of surveys utilized by Ferris (1995), Nash (2012), and Wang (2014). This questionnaire involved open-ended questions and Likert's scales. The questionnaire was constructed with some sets of questions. It was started with a group of questions requesting the respondents' basic information regarding their teachers' feedback. It was then continued to the next group of questions trying to probe students' perceived benefits of feedback from their teachers. Finally, the last group of questions enquires the students about their preferences of teacher's feedback. The students filled out the questionnaire one week after they got their second drafts that had been graded by their instruction. They received their draft in their class break time, which was close to the semester's end. The whole questionnaire was tested with Cronbach's alpha and received a score of .93. This suggested that the instrument had satisfactory reliability and was sufficient enough to collect important and necessary data in answering research questions.

-Interviews-

The next research instrument used was interview. This instrument was designed to be in a semi-structured format. Based on Adams (2015) Semi-structured interview are conducted conversationally with one respondent at a time, employs a blend of closed- and open-ended questions, often accompanied by follow-up why or how questions. The dialogue can meander around the topics on the agenda—rather than adhering slavishly to verbatim questions as in astandardized survey— and may delve into totally unforeseen issues.

The author created an interview guide consisting of questions developed from the underlying theories of the current research. The interview, however, was kept flexible as the author had to be opened to the development of the interview, the question order, and also the possible changes in the number of interview questions. In addition, the author was also open to additional questions for any necessary exploration and clarification.

-Teacher Interview-

The questions for teacher interviews were developed from the theories of Shine (2008) and Hyland (2001). In addition to the basic information regarding the critical reading and writing course and how the feedback was provided, the main questions for

the interview enquire about the perceptions of the teacher about the writing aspects she was focusing on, how the feedback was helpful for the students, and the expected comments from the students. This interview was conducted two days after the interview with the students was finished.

Finding and Dicussion

The data needed in this study were collected during doing the research. Based on the questionnaire results, most of the students agree that feedback is needed to help them increase their achievement. Besides, the results of an interview the students have the biggest concern that their essay has many mistakes and no progress in learning. This table would show the results of the questionnaire and interview.

Results of Checklist from Students

Statements	Yes	No
1. Feedback is important to me	100%	0%
2. Feedback is very helpful to make a good written	100%	0%
3. Written feedback is easier to understand	92%	8%
4. Feedback tells me what I need to do to improve my writing	100%	0%
5. Written feedback is easier to understand	92%	8%
6. I learn better when the teacher provide feedback on my final drafts	100%	0%
7. I receive enough feedback from my teacher	76%	24%
8. My teacher provides enough information to make feedback useful	88%	12%
9. My teacher always willing to provide feedback	68%	32%
10. I use feedback to improve my results in future assignments	100%	0%
11. I feel satisfied with the quality of written feedback on my assignments	80%	20%

From the data above shows that teacher feedback was important and very helpful to students to learned better (100%). Indicated that they didn't understand with the feedback (8%) and teacher always willing to provide feedback (68%). The students receive enough feedback (76%) and their satisfied about the quality of written feedback (80%).

Summary of Interview Details

No.	Statements	Students Perception
1.	Do you think feedback is important, why?	Yes, because from the feedback we can learn more about what's our mistake of our writing and also toimprove our quality of writing better in the future.
2.	What is your perception about feedback?	For me, feedback is something that we can learn and get the positive things from that, so because of that feedback we could make a better improvement for ourselves and not doing the same mistakes.
3.	What kind of teacher feedback that your teacher gives on your final drafts?	Written Teacher Feedback
4.	How often have your teacher provided feedback on you	Almost every assignment teacher provide feedback essay
5.	Do you read the written feedback your teacher provides?	Yes, I do
6.	Do you feel satisfied with feedback that your teachergives?	Yes, I do
7.	What is your biggest concern you have regarding feedbackyou have received so far?	Too many mistakes and no progress
8.	In your opinion how should feedback be given in writing class?	I think feedback which is more constructive and encouraging. don't just remind them of their mistakes, but the teacher must also be able to make students feel comfortable to improve their writing
9.	Do you think feedback give influences on your draft improvement?	Yes, of course
10.	Was feedback from your teacher clear to you?	Yes, it was

From the data above, it is obvious that the participants responded more positively to the benefits they perceived from their teacher's feedback than on how they thought they could apply those feedback to future writing. The feedback assisted them in finding their writing problems and provided them

with the knowledge to improve their future writing as well as avoid the same mistakes. This research result is in line with the study from Ferris (1995) showing how students felt that the help they received from teacher's feedback helped enhance their skills in writing. Furthermore, Ene and Upton (2014) state that feedback students receive on grammar is deemed more applicable than the ones on other elements of writing.

The students somehow believed that they were going to improve their writing content. From the interview, the author found out that two students stated their reasons for that opinion. The first reason was that the students believed that they had tried very seriously before they finished writing their essays and they could not make significant changes although their teacher already pointed out the writing problem. Next, the writing content was almost always different and this made the knowledge transfer from one writing task to another more complicated. The students' first reason was in line with Leki (1990) stating that students did not want their teachers to take over their writing ideas. Then the second reason was supported by the study from Ferri (1995) claiming that learners might not find significant relevance in the feedback from their teachers on their final drafts to the new assignment requiring them to write in a new topic. The research finding regarding the learners' preferences on teacher feedback was in line with the research from Hedgcock and Lefkowtiz (1996) indicating that students were concerned more with rhetorical soundness, content, and also linguistics accuracy. Furthermore, the preference of the students was more specific, detailed, and also clear feedback as stated by the study of Elwood and Bode.

Conclusions

The main aim of the current study was to find out students' perception of written feedback from critical reading and writing class teachers. A number of 35 students and two teachers from Universitas Mercu Buana Yogyakarta were involved in this study. There were several research instruments used: questionnaires, and interviews, all of which were aimed to collect various data. The results of this research suggested that teachers be informed of the perceptions of their students on the practices of giving written feedback in the class. It is also expected that teachers use practical steps in explaining and discussing their feedback on students' writing in the classroom because it will contribute a lot to the effectiveness of the feedback. Future research on this topic is advised to explore further investigation on the perceptions of teachers and students with a bigger number of respondents. The research methodology suggested would be longitudinal studies so that the perceptions of the teachers and students are obtained in a more systematic form.

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