CHAPTER 1

INTRODUCTION

This chapter presents the general issues related to the current study. These include the background of the study, focus of the study, identification of the problems, research questions, purpose of the study, scope of the study, and the significance of the study. This chapter gives description on how this study focuses on the teacher's and students' attitudes toward the corrective feedback given by teacher through Google Docs as a digital tool, how the process of digital corrective feedback provision in writing class, and how it influences the students' writing quality.

1.1 Background of the Study

Feedback provision towards students' errors on written work is an essential part of English language teaching as Coffin et al. (2003: 102) stated that the provision of feedback on students' language skills is a central pedagogic practice. It is defined as corrective feedback which is an essential component in teaching and learning for further development when it is appropriately implemented. In conducting corrective feedback, it may arise questions among the teachers, such as the types of errors should be corrected, the time for correcting the errors, and the ways of the teachers correct the errors.

The effectiveness of feedback will depend on the teacher, student, and the process of feedback provision, as Bloom (1976) in Al-Shehri's (2008) stated that

feedback is conceptualized from three standpoints: the teacher, the student, and the learning process. In correcting students' work teachers may choose the effective ways to create effective learning process in order to achieve the teaching and learning objectives as cited from van der hulst J, van Boxel, & Meeder (2014), review studies by Hattie and Timperley (2007) and Shute (2008) have shown that feedback can greatly help students to achieve their learning goals.

There have been many attempts to help students to improve their quality in writing English. One important attempt is by providing feedback on the students' writing with effective strategies. There are many different approaches to it as Hyland (2003) claims that the nature of feedback response can vary widely and feedback practices differ according to the teachers' preferences as well as the kind of task they have set and the effect they wish to create. While as stated from van der hulst J, van Boxel, & Meeder (2014), Nicol (2009) as gives specific recommendations for good teacher feedback: it needs to be understandable for students, selective, specific, timely, contextualized, nonjudgmental, balanced, forward looking and transferable.

The problem is when the students could not accomplish the stages of writing and the teachers did not have sufficient time to give feedback comprehensively. So, the provision of feedback in writing did not run effectively. Based on the English teachers' experience on English writing class at SMA Islam Al Azhar 8, it was found that in writing genre-based text students have not structurally written the ideas correctly. It means that they have not understood well about the generic structure and generic features of certain paragraphs.

Furthermore, the students sometimes did not want to read and revise their writing based on the feedback given by the teacher. They were reluctant to revise it because they were not challenged to do it because mostly they just needed to change any words to become the words suggested by the teacher and sometimes the ideas suggested by the teacher did not match with the students' own ideas. Another reason is because sometimes the students found any difficulty to understand the teachers' correction. Moreover, the students got bored when they had to rewrite the same writing for revision. The last problem is about the time. In the limit of time and the big number of students applying an effective feedback becomes time-consuming and it was an additional burden on the teacher's load.

Teachers are thus encouraged to become aware of correction strategies that benefit the learners most. This present study is trying to collaborate giving feedback by making use a digital tool as the alternative strategy to overcome the aforementioned problems. If the feedback is commonly given in the form of written correction in this study the feedback is given online by using Google Docs, one of digital platforms. A teacher and students could make collaborative learning in writing activity. Besides correcting the text students may make online chat with their teacher to ask or consult their problems in writing.

In previous studies, McMorran shared his experience in ELT by using Google Docs for several years. He felt the classroom activities encourage peer-instruction, build a learning community, give students a sense of their learning level, and allow efficient time management (Ragupathi, 2013). While Barnes (2014) stated that digital tools make providing feedback easy and engaging,

because it's far more time consuming to write feedback. Using a variety of web tools, though, makes feedback more meaningful and engaging for students and fun for teachers.

Thus, this study is aimed at investigating the teacher's and students' and attitudes on the use of digital feedback instrument in writing class, investigating the process of corrective feedback provision through Google Docs as a digital tool in writing Factual Report, and finding out whether it would contribute to the quality and progress of students' writing and whether the shift to an online marking process would help teachers to develop a more efficient workflow, and consequently save time.

1.2 Focus of the Study

This study focuses on the teacher's and students' attitudes on the use of Google Docs as one of tools to give feedback digitally in writing Factual Report. In addition this study focuses on the process on how the teacher gives feedback and how the students receive feedback by using digital tool, that is to investigate whether it develops the students' writing quality and gives impact on the teacher's work.

1.3 Identification of the Problems

Based on the background, there are five problems which are identified. They are described as follows:

1. The teachers and students could not completely follow the stages of writing because of the limit of lesson time. The students could not turn their revised writing back to the teacher based on the due date. The teacher do not have sufficient time to give feedback comprehensively, so the objectives of teaching and learning on genre-based text were not achieved.

2. In writing genre-based text students have not structurally written the ideas correctly. It means that they have not understood well about the generic structure and generic features of certain text.

3. The students were not challenged to revise their writing. They were reluctant to rewrite their writing after getting feedback from the teacher because mostly they just needed to change any words to become the words suggested by the teacher and sometimes the ideas suggested by the teacher did not match with the students' own ideas. The students also found any difficulty to understand the teachers' correction.

4. Some students felt uncomfortable, hurt, and disappointed when getting feedback in the form of 'red pen' from their teachers.

5. Teacher's perception on giving feedback is time-consuming and becomes an additional burden on the teacher's load.

1.4 Research Questions

Pertaining to the identification of problems and to meet the objectives of the study, the research questions are formulated as follows:

1. What are the teacher's and students' attitudes toward the use of Google Docs as digital corrective feedback in writing Factual Report?

2. How is the process of corrective feedback provision through Google Docs as a digital tool in writing Factual Report?

3. How is the students' writing quality on Factual Report through digital corrective feedback?

1.5 Purposes of the Study

In relation with the research questions, this study is aimed at investigating the students' and teacher's attitudes toward the use of Google Docs as digital corrective feedback in writing factual report, finding out the process of corrective feedback provision through Google Docs as a digital tool in writing Factual Report, as well as determining the students' writing quality on Factual Report through digital corrective feedback.

1.6 Scope of the study

This research is covered on the teacher's and students' attitudes on the feedback provision in teaching English genre-based text in SMA Islam Al Azhar 8 Bekasi. It describes the process and strategies used by the teacher in teaching writing factual report to the students of Grade XI by using digital tool namely

Google Docs. Moreover, the students' text of writing will be considered to recognize the students' writing quality.

1.7 Significance of the Study

The findings of the study are expected to give beneficial implications both theoretically and and practically.

1. **Theoretical**

    Theoretically, the findings of the study will beneficially give knowledge and concepts to teachers on the strategies of feedback provision in pedagogy context, especially at secondary schools. Furthermore, this study will be preliminary inputs for other researchers to conduct further studies in the similar area of research with different interest.

2. **Practical**

    Practically this study implies beneficial inferences for the researcher and the school stakeholders.

a. **For the researcher**

    The findings of this study are expected to provide a real description of teacher's and students' attitudes toward the use of digital feedback in writing class and how its impact in the English writing class.

b. For the teachers

Professionally, this study may be beneficial for English teachers to enrich their experience that could improve their teaching practice in writing class. In addition as an innovative strategy in teaching writing it may help the teachers to reduce time in giving correction on students' work, which is commonly time consuming. Thus, the teaching and learning objectives could be achieved.

c. For the students

Academically, this study may be beneficial for the students as they will have new learning atmosphere which is challenging and interesting as well as give students opportunities to develop their English writing skills.

d. For the school

Institutionally, this study may improve the school's quality as the teachers will contribute to the improvement of teaching and learning activities to achieve school's vision and mission to create qualified graduates that will take a part in global society. Thus, schools are expected to be able to provide sufficient facilities to support ICT-based teaching and learning activities.

CHAPTER 2

LITERATURE REVIEW

2.1 Feedback

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self experience) regarding aspects of one's performance or understanding (Hattie & Timperley, 2007). While according to Fakeye (2016) feedback is an assessment for learning context which occurs while there is still time to take action. It functions as a global positioning system, offering descriptive information about the work, product, or performance relative to the intended learning goals.

Providing feedback throughout lessons is important. It is stated by Coffin, et.al. (2003) that the purposes for providing feedback might include supporting students' writing development, teaching or reinforcing a particular aspect of disciplinary content, teaching specific academic writing conventions, indicating strengths and weaknesses of a piece of writing (based on a set of criteria), explaining or justifying a grade, and suggesting how a student may improve their next piece of writing.

Hattie & Timperley (2007) asserted that feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Ellis (2009) stated that positive feedback affirms that a learner response to an activity is correct. In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and

fosters motivation to continue learning. In SLA, however, positive feedback (as opposed to negative feedback) has received little attention. In discourse analytical studies of classroom interaction have shown that the teacher's positive feedback move is frequently ambiguous (e.g., "Good" or "Yes" do not always signal the learner is correct, they may merely preface a subsequent correction or modification of the student's utterance).

Stated from Ellis' (2009) negative feedback signals, in one way or another, that the learner's utterance lacks veracity or is linguistically deviant. In other words, it is corrective in intent. Both SLA researchers and language educators have paid careful attention to corrective feedback, but they have frequently disagreed about whether to correct errors, what errors to correct, how to correct them, and when to correct them (see, for example, Hendrickson, 1978 and Hyland & Hyland, 2006).

Feedback can lead to improvement and learning. However, improvement and learning depend on how and when the feedback is given. Nyvoll Bo (2014) confirmed that feedback is an immense topic within L2 writing development and something teachers spend much time on. Some teachers spend much time in giving feedback, doing it thoroughly and detailed, thinking that the student's writing improves 'in direct proportion to the amount of time teachers spend on their papers' (Leki 1990:57).

2.1.1 Corrective Feedback

Corrective feedback (CF) is information given to learners regarding a linguistic error they have made (Ellis, 2009). Stated from Fakeye (2016) Ellis, Loewen and Erlam (2006) described corrective feedback as the form of responses to utterances that contain error. The responses can consist of (a) an indication that an error has been committed (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of these.

The value attributed to CF in language pedagogy varies according to the tenets of different methods. Thus, negative assessment is to be avoided as far as possible since it functions as 'punishment' and may inhibit or discourage learning. In humanistic methods "assessment should be positive or non-judgmental" in order to "promote a positive self-image of the learner as a person and language learner," and in skill-learning theory "the learner needs feedback on how well he or she is doing" (Ur, 1996, p. 243).

Feedback may determine the improvement of learning. Hattie and Timperley (2007:82) claim that in order to be effective, 'there must be a learning context to which feedback is addressed'. It is when the students do work with the feedback that learning happens. There are three questions that the teacher and/or the student must answer with regard to giving and receiving effective feedback (Hattie and Timperley 2007:86). Firstly, they must ask: 'Where am I going?' Secondly, 'How am I going?' The third question is 'Where to next?' These three

questions are connected and can be an indicator of effective feedback. The teacher's role and task is to guide and help students move from question one to question two and, finally, being able to answer question three.

In addressing feedback teachers should focus on the task or wrting texts rather than the students as Al Shehri (2008) noted that the studies on the effectiveness of feedback (for example, Crooks, 1988; Black and William, 1998; Maclellen, 2001; and Nicol and Macfarlane-Dick, 2004) revealed that feedback is most effective when it stresses the task rather than students, and avoids extensive praise as it may negatively affect student performance.

Corrective feedback or suggestion for revision plays important roles to make improvement rather than just giving praise in the end of product as Hall and Burke (2003) asserted that feedback is "better to focus on causes of success and failure than to praise performance on the bases of the final product or completed task" (p.10). However, less able and younger students may benefit from the praise (Crooks, 1988).

Direct Corrective Feedback (CF) or Explicit Feedback

Varnosfadrani and Basturkmen (2009) defined explicit CF in general as "the process of providing the learner with direct forms of feedback" (Petchprasert, 2012). In writing direct CF is nearly related to the language or gramatical errors rather than the content issues as in Petchprasert (2012) Bitchener and Knoch (2010) claimed that explicit correction provides for correction of linguistic form or structure at or near the linguistic error. They explained further that this

feedback can be the crossing out of a word, phrase, or morpheme, the provision of grammar rules, or the oral clarification of written meta-linguistic explanations.

Indirect Corrective Feedback or Implicit feedback

Implicit feedback or indirect CF is defined as furnishing the type of error that has been made but not providing a correction (Bitchener & Knoch, 2010; Bitchener, Young, & Cameron, 2005). In their writing, Bitchener et al. (2005) claimed that the means of implicitly correcting errors could include underlining or circling an error and recording in the margin the number of errors in a given line. Coded feedback points to the exact location of an error, with the type of error involved indicated with a code. Bitchener et al. (2005) illustrated the use of coded feedback in correcting an English tense. For example, PS means an error in the use or form of the past simple tense. They (2005) defined uncoded feedback as "instances when the teacher underlines an error, circles an error, or places an error tally in the margin, but, in each case, leaves the student to diagnose and correct the error".

In brief Petchprasert (2012) concludes that Explicit feedback or direct CF involves correcting linguistic form or structure at or near the linguistic error, crossing out a word, phrase, or morpheme, or verbally clarifying in written metalinguistic explanations. Implicit feedback or indirect CF involves confirmation checks, clarification requests, or recasts. Explicit and implicit feedback creates cognitive ability to detect an erroneous point. At the same time, learners can elicit self-correction.

Furthermore, Al-Shehri (2008) stated that the quality of feedback is quantified by a number of ways such as immediacy, appropriateness, consistency, and the type and amount of information provided. The corrective feedback should be clear, specific and easy for the students to follow. A study conducted by Fathman and Whalley (1990) revealed that the students involved in the study received feedback on both content and form, but the improvements were most noticeable when it came to form. They suggest that the reason for this is because the feedback on form was more specific and easier to follow than the feedback on content, which was more general.

However, clear and specific feedback does not mean that students get the words correction directly. For long term learning feedback should be indirect in order to lead students think critically. Ferris and Roberts (2001) investigated in their study how explicit the indirect error feedback needs to be in L2 writing classes in order to help students edit their texts themselves. They used three types of feedback, firstly code marking or error highlight. When doing this, the teacher does not correct the errors for the students but guides them to correct them themselves. Secondly, the same types of error were only underlined, and thirdly no feedback was used.

The results showed major differences between the group that did not receive any feedback and the two groups that did receive feedback. However, there were no big differences between the two feedback groups (Ferris and Roberts 2001:161). Their conclusions were that the feedback does not have to be as explicit as code marking in order to help students to self-edit their texts well.

This means that teachers can use the second type of feedback, underlining, and gain the same effects as if they used the first type of feedback, categorization feedback. This procedure can save much time for teachers, since the underlining takes less time than code marking.

2.1.2 Digital Feedback

e-Learning has become an almost universal term used to describe education and training delivered or supported via networks such as the Internet. This allows for anywhere, anytime learning. The "e" can also carry a commercial meaning. e-Learning can refer to a system with e-Commerce components. For example, in addition to learning online students might be able to locate, register for, and pay for

courses online. Throughout her book Campbell (2004) have used the "e" prefix as shorthand to classify any activity or process that might be supported through electronic networks.

Digital is defined in *Merriam Webster Dictionary* as characterized by electronic and especially computerized technology. While feedback is defined as helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc. Digital feedback as e-learning media emerges as the integration of Information and Communication technology (ICT) and helpful information and criticism that is given to students for writing improvement. The use of digital feedback is useful to support teachers in creating more challenging and fun atmosphere in learning in which the using of digital

feedback may help teachers to have better classroom management and assist them to make learning evaluation easier. Moreover, it assists the learners to be motivated in learning.

Digital tools can be designed with varying affordances. The specific design of a feedback tool can be expected to shape the way feedback is given, making some ways of use more likely than others (van der Hulst J., van Boxel, P. & Meeder, S, 2014). In the last decade, there has been a steady growth in the area of dedicated marking and feedback tools, including marking software for written essays (Heinrich and Milne, 2012; van Boxel, 2012). The practical and pedagogical benefits these tools offer, include easier assignment handling and storage of feedback, and more varied ways in which feedback on written student work can be constructed.

According to JISC (2010) technology-enhanced assessment and feedback refers to practices that provide some benefits, such as it provides greater variety and authenticity in the design of assessments. Besides it generates improved learner engagement, for example through interactive formative assessments with adaptive feedback. It also gives choices in the timing and location of assessments. It may also provides capture of wider skills and attributes not easily assessed by other means, for example through simulations, e-portfolios and interactive games. It lets efficient submission, marking, moderation and data storage processes. In addition, it produces consistent, accurate results with opportunities to combine human and computer marking. Furthermore, teacher could conduct immediate feedback and increase opportunities for learners to act on feedback, for example

by reflection in e-portfolios. With technology or digital tool teachers can create innovative approach based around use of creative media and online peer and self-assessment that provides accurate, timely and accessible evidence on the effectiveness of curriculum design and delivery.

According to Barnes (2014) although providing detailed feedback will always consume more time than the simply giving outdated numbers and letters, there are numerous digital tools that make feedback less cumbersome for teachers and more engaging for students.

a. **Kidblog**

Not only will Kidblog turn students into writers and self-evaluators, its comment section provides a powerful feedback platform, as teachers can leave private or public comments on anything a student posts. Plus, teaching students how to provide feedback to peers helps them become better evaluators, in general.

b. **Schoology**

Best known as a high-powered Learning Managing System (LMS), Schoology is, arguably, even better as a feedback tool. Like Kidblog, Schoology gives teachers and students the option to communicate in writing. Better still, Schoology has built-in media features, making audio and video feedback as easy as point and click.

c. **Voki**

Known as an animated podcasting site, Voki is vastly underrated as a feedback tool. Creating avatars and giving them a voice does take time, but students love

the interactivity of Voki. It is suitable for shy students to evaluate their work with Voki, and they will quickly come out of their shell.

d. **Diigo**

Most people know Diigo as a social bookmarking website and app. While it serves this purpose well, Diigo is undervalued as an excellent tool for meaningful narrative feedback. Students can bookmark and annotate websites with Diigo, and teachers can comment on this content. Like most of the aforementioned web tools, Diigo has an EDU version, so teachers can turn a classroom Diigo into a Learning Management System.

According to Neghavati (2016) the following platforms (web tools) are the ones the teachers use to make editing and commenting easy, fun, tech-based, green and more productive.

a. **Audacity– the audio feedback platform**

Audio feedback can actually help learners improve their listening skills as well and a lot of research has been conducted to prove their higher rate of productivity in comparison with ordinary written feedback. Audacity is a free open-source programme which gives you the ability to create audio files and edit them easily. There is a straightforward tutorial on how to create audio podcasts using Audacity. Teachers can ask their learners to send their first and second drafts to them to receive quick audio feedback before they start writing the final version.

Audio feedback can be given in many different ways. Teachers can even record their voice with Windows voice recorder and send it to the students, too. If

teachers really hate all these applications and want something hassle-free and entirely web-based, then try Online Voice Recorder or Vocaroo.

b. Jing– the video feedback platform

Jing is a free TechSmith product which can help people create screencasts and share them easily on the internet. Their casts will also be available on the screencast.com profile. TechSmith gives people 2GB free storage on Screencast and they can go Pro if this is not enough for their purposes. After the people install Jing, the software's toolbar appears on top of their desktop and can be accessed right from there while they are doing anything in any other programmes. So they can open a word document, start editing it and video the whole process for the learner to watch at a later time.

c. QuickTime Player– the video feedback platform

Apple's QuickTime Player which is also available for PC users has some new and unique features which have made life easy for Mac users. Just launch QuickTime, double-finger tap the icon in the dock and click on 'new screen recording' (people can also create ordinary voice or video recordings using their Mac camera.) and the application starts recording their screen. People can also talk on the recording at the same time to create a high-resolution video feedback. When they are done, click on 'stop screen recording' and choose the quality needed and the file is ready.

d. Knovio– the video feedback platform

If teachers have some time and want to create something really impressive, this is where teachers should look for it. Create a presentation of the feedback, play the presentation and use a camera to add a video to the feedback. So the learners have the chance to see the online edition of their work being corrected while they can watch their teacher talking about it at the same time. Knovio has an iPad app which gives people the same functions there as well. It is primarily an application to help people add a video to their presentations which is a very useful tool for flipped classes but can also be used to provide extraordinary feedback video files.

e. Kaizena– the ultimate feedback platform

Kaizen means 'good change' in Japanese and is some sort of philosophy towards continuous improvement. This innovative online tool works seamlessly with Google Drive and Google Docs. If learners send the teacher first drafts through Google Drive, then this is the tool shouldn't be missed. Teachers can work on the documents on their website or they can add their add-on to the Google Drive and work on documents right within Google Docs. In Kaizena teachers can highlight parts of the document and record the voice in small segments. Kaizena has even taken a step forward and creates unique teacher URLs and this means the learners can request feedback on a specific part of their document and an e-mail is sent to the teacher to come back to the file and give the feedback the student needs. This is a two-way platform which means the students

can listen to the audio feedback and record their own voice and reply to the teacher's comment.

f. Microsoft Office

The Word's 'track changes' and 'compare documents' features are fantastic tools for language teachers when it comes to error correction and feedback. 'Track changes' has several customisable features including colour-coding. Click on the 'review' tab in a Word document and you will see this in the middle. 'Compare documents' gives the learners the opportunity to compare the text they have written with a model text in a writing lesson or to compare their answers to an activity with the answer key. This feature can also be found in the 'review' tab in a Word document. The usual 'comment' feature can also help add notes to the text just like what we do on a piece of paper. Don't forget that the whole process in a Word document can be recorded using any of the methods we have talked about here.

g. Google Drive

Google Drive has already given a lot of features to help with teacher's feedback. Teachers and students can now edit Word documents directly from their mailbox without having to convert anything. Google drive covers Google Docs, Sheets and Slides enabling students to collaborate with their peers and teachers in real-time, allowing them to share their work, get feedback, and make edits instantaneously. They can be kept private, shared with others (such as a parent, or

the entire class), or even made public. Best of all they can be accessed from any computer or tablet, anywhere, anytime.

Google Docs

Google Docs is part of Google Apps Education Edition, the free communication and collaboration solution that features the familiar Gmail email platform. Offering word processing, spreadsheets, presentations, and forms, Google Docs provides an easy way for teachers and students to work together on projects, reports, and more, and to collect and share information in a secure online environment. According to Google.Inc (2010) these are the features of Google Docs:

➢ **Anytime, anywhere access**

Web-based Google Docs safely stores documents online, making them accessible to authorized users from any computer or mobile device. Teaching and learning doesn't need to stop when the bell rings – with Google Docs, writing, and online collaboration, can happen anytime.

➢ **Collaboration support**

Google Docs lets users invite others to work on the same document at the same time, without the hassle of attaching and sending documents. Sharing privileges ensure access by only the right people or groups, and allow either editing or read-only access.

➢ **Integrated writing reference tools**

A built-in dictionary and thesaurus let users look up words without leaving their documents, and integrated web and encyclopedia search helps speed research and references. Word Count capability provides feedback on sentence length, average words per paragraph, rated reading ease, and other analytics that help writers improve readability.

➢ **Autosave and revision history**

Continuous autosave ensures that current work stays safe, preserving ongoing drafts and edits. A complete revision history makes it easy to review, compare, or revert to a prior version at any point.

➢ **Shared folders**

Files and docs that are regularly used by teams or groups stay organized and up-to-date – without managing or communicating changes.

➢ **Templates**

Ready-made templates covering a wide range of document and report types help jump-start writing projects. Teachers can also create and publish their own document templates to establish assignment structures for their students. Templates can be copied with one click and then modified like any other document.

➢ **Forms**

Flexible built-in forms, easily sent via email or published as a webpage, make it easy to collect and organize surveys, reviews, project updates, and

more. Responses automatically fill online spreadsheets, so you can view input and responses all in one place.

Chong (2016) in her article listed Google Docs as one of ten innovations in term of digital platform that has changed English Language Teaching. Daccord (2016) highlighted three ways providing efficient feedback to students by using Google Docs, as follows:

1. Giving Feedback Using Highlights for Grammar Feedback

It's time-consuming to write out grammar and syntax explanations on student papers. Traditionally teachers have to write out grammar explanations on each student essay to explain, among other things, why one must capitalize the word "*President*" in the phrase "*President* of the United States," but not in "*president* of the company." Moreover, it doesn't encourage student ownership of the editing process if teachers simply tell students what to do.

Instead, encourage reflection and self-editing by using the highlight tool in Google Docs to force students to think critically about their writing. A simple system is to highlight select words or phrases and use color-coding to prompt students to revise their work. By using the color codes with highlight tool for example in grammar correction, the teacher is not using valuable time telling the student what the grammar issue may be, nor what to do. Instead, the student now has to reflect, identify the issue, and problem-solve to improve verb use. Teacher feedback is quick and pointed, but the responsibility to learn clearly lies with the student. Armed with just a few colors and codes, teachers can help students

become more reflective writers who assume more ownership of the editing process.

2.   Put Links in Comments

Teachers can add live hyperlinks to Comments. Links can also be an effective way of providing pointed feedback and guidance without having to write out extensive explanations. For example a student has written a series of run-on sentences in a paragraph. A teacher could highlight both sentences, click/tap *Comments*, and insert a link that leads to a web page on how to identify and avoid run-on sentences.

In this way, the teacher does not have to spend an inordinate amount of time explaining to the student the grammatical or syntax issue at hand. The teacher simply inserts a link to an excellent online resource that provides needed and timely instruction. (Many resources also include exercises to hone writing skills.) Thus, a teacher can quickly provide a series of excellent resources and activities that address immediate writing issues and needs.

3. Lead a Question & Answer

Another excellent use of the Comments tool is to have a conversation with a student about their writing. For example a teacher has assigned a writing assignment due in a few days. The teacher visits the document, reviews the student's progress, and might insert a comment that includes this question: "*Why are you writing in the passive voice?*" The teacher might be expecting the student to write in the active voice because she consistently asks her students to do so in

class. Yet, the student might see the comment, click/tap *Reply*, and answer something like this: "Well, I was going to write in the passive voice because I'm writing historical fiction and it seems appropriate to do so. Is that okay?" Armed with this insight and information, the teacher might respond: "That's excellent thinking! You're right. If you are writing historical fiction, the passive voice is appropriate. So continue and keep up the good work!"

Without a Q & A, the teacher might simply receive the completed paper and mark the student down because the report was written in the passive voice. By asking "Why" questions, teachers can glean great insights into student thinking and potentially avoid unwelcome surprises when students turn in their completed work. By asking effective questions, teachers can provide pointed and relevant guidance and help nurture thoughtful, reflective writers.

Daccord (2016) further explained that when teachers prompt students to reflect on their work and help make their thinking visible, students develop critical thinking, communication, and problem-solving skills in the process of demonstrating knowledge of a curriculum topic. With this in mind, Google Docs is much more than just an online platform for students to compose work and share it with their teachers. It may devise a powerful and efficient feedback system that enlightens the student critical thinking process and nurtures student growth.

Neghavati (2016) stated, "All teachers agree that effective feedback is time-consuming but no one can deny their value to our learners. We are very lucky to have all these 'tech' tools which make effective feedback easier than it used to be in the past (but most probably still more difficult than in the future)".

Mark Barnes (2014) in his article also pointed out the similar stance that providing daily narrative feedback is challenging and time consuming. Using a variety of web tools, though, makes feedback more meaningful and engaging for students and fun for teachers. Thus, there is no reason to take the risk and leave the comfort paper zone and help save the planet while improving the teacher's feedback effectiveness in the writing lessons.

Based on the elaboration on the digital tools or platforms aforementioned, Google Docs is regarded as an innovative and effective platform for teaching writing because it provides some features supporting feedback provision on students' writing text. It can be accessed anytime anywhere by both teachers and students by using computers or mobile phones. Besides Google Docs lets users invite others to work on the same document at the same time, without the hassle of attaching and sending documents. It can also let the students ask for clarity while correcting the texts, so interactive feedback provision can be established. Furthermore, a built-in dictionary and thesaurus let users look up words without leaving their documents, and integrated web and encyclopedia search helps speed research and references. From those facilities, therefore, this study is trying to utilize Google Docs as a digital tool for facilitating feedback provision.

2.1.3 Teacher Role in Digital Feedback Provision

Since digital tools like Google Docs are only media supporting teaching and learning teachers have authorities in managing and organizing the establishment of feedback provision. Teachers might utilize all features which are

available in each digital tool to give effective feedback. They can consider the features matching with the establishment of effective feedback. Then, they decide which features supporting the writing class.

Through Google Docs students can receive corrective feedback from teacher or peers that they share their document with, but mostly students focus on the teacher's feedback as the final feedback for improvement. Thus, teachers play a significant role in giving feedback. Different with the common way, correcting students' text in the end of writing on their own paper, with digital tool a teacher can give feedback on students' text of writing during the writing process, since in the stage of drafting, writing till revising. All the changes can be tracked from the feature of autosave and revision history.

It is very useful that students realize the mistakes since in the beginning of writing. By utilizing the features in Google Docs among other things, 'comment','chat', and 'suggesting' the feedback could be both written and spoken. As Peterson (2010) revealed that verbal or written feedback can be a powerful teaching tool if it is given while students are in the process of writing drafts. Comments on drafts of writing provide students with timely information about the clarity and impact of their writing. When students receive feedback while they are writing, they are more inclined to use it to revise and edit their drafts than they would be if they received the suggestions on a graded, polished copy. They also have an immediate opportunity to try out the suggestions in their writing, allowing for meaningful application of what they have learned from the feedback.

Thus, teacher's skills and creativity on managing writing class with digital tool will influence the establishment of effective and efficient feedback. Besides teacher's competence on giving quality feedback also plays important role in making students' writing quality improved.

2.2 Teacher's and Students' Attitudes

2.2.1 Attitudes toward Language Learning

Attitudes heavily influence the language learners' achievement or goals of second language learning. It is related to Singh (2014) that mentioned in his study, "several researches have shown that one's proficiency in a second language is difficult to be seen if the purpose and attitude is not set by the individual who is learning the language."

In the context of Indonesia, the learners attitudes could be defined as the students' perceptions, understanding, interest, beliefs or experiences of learning English as a foreign language. The students' responses, reactions, feelings, thoughts, beliefs, and motivation on learning English as a foreign language would influence the goals of learning itself. When the learners like the things to do psychologically they will enjoy it and consciously or unconsciously they will get the benefits of learning. Otherwise, when the learners dislike what the things to do they will get nothing in learning. Thus, like and dislike are one of attitude elements that influence the learning itself, as Eagly and Chaiken (1993) in Singh (1997) defined attitude as a psychological tendency that is expressed by evaluating particular entity with some degree of favor or disfavor.

Gardner (1985) points out that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. "*Attitude is thus linked to a person's values and beliefs and promotes or discourages the choices made in all realms of activity, whether academic or informal*" (J. Z. Abidin, 2012). Gardner's argument led Wenden (1991) to present a comprehensive definition of the attitude concept. He classified the term "attitude" into three interrelated components namely, behavioral, cognitive, and affective (adapted from Attitude/ Motivation Test Battery (Gardner, 2004) in J.Z. Abidin (2012)).

a. Behavioral aspect of attitude

The behavioral component involves the tendency to adopt particular learning behaviors. The behavioral aspect of attitude deals with the way one behaves and reacts in particular situations (J. Z. Abidin, 2012). Wengrzyn in www.study.com elaborated that this behavioral component of attitude can also be called as conative component and centers on individuals acting a certain way towards something. In this study it refers to the way one behaves when exposed to an attitude object which are reflected from the ways of students and teacher act out, such as how they write a text, share the text, use the features in digital tool, how to ask and respond, and what and how to revise the text based on the feedback given by the teacher through digital tool.

b. Cognitive aspect of attitude

The cognitive component involves the beliefs, thoughts or viewpoints about the object of the attitude. This aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. The cognitive attitude can be classified into four steps of connecting the previous knowledge and the new one, creating new knowledge, checking new knowledge, and applying the new knowledge in many situations (J.Z. Abidin, 2012) . In this study the cognitive aspects were reflected from the students' ability to obtain ideas, understand teacher's feedback, follow the teacher's feedback, revise their writing, as well as improve their writing.

c. Emotional aspect of attitude

The affective component refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. According to Wengrzyn in www.study.com this affective component of attitude deals with feelings or emotions that are brought to the surface about something, such as fear or hate. Furthermore, Feng and Chen (2009) in J. Z.Abidin (2012) stated, "Learning process is an emotional process. It is affected by different emotional factors. The teacher and his students engage in various emotional activities in it and varied fruits of emotions are yield." Attitude can help the learners to express whether they like or dislike the objects or surrounding situations. It is agreed that the inner feelings and emotions of FL learners influence their perspectives and their attitudes towards the target language (Choy & Troudi, 2006). In this study the

emotional aspects were reflected from the students' feelings, enthusiasm, preference (likes or dislikes), satisfaction, confidence, and convinience toward the corrective feedback given by teacher through Google Docs.

Furthermore, researchers in the fields of psychology and education, especially language learning, consider several definitions of attitude which mention different meanings from different contexts and perspectives (Alhmali, 2007). Based on the theory of planned behavior, Montano and Kasprzyk (2008) stated,

"Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude" (J. Z. Abidin, 2012).

When the learners have positive attitudes they will easily acquire and achieve the learning goal, namely proficiency. While if they have negative attitudes they will not acquire the learning goal that is proficiency. Spolsky (1969) in Singh (2014) added to the same factor which involves positive and negative attitude towards second language learning. According to Spolsky, the students will show positive attitudes if they want to learn the language and the advantage will always be with the one who shows this positive attitude rather than the one who shows negative attitude.

2.2.2 Attitudes toward Teacher's Feedback

a. Positive Attitudes

Grover (2012) in the questionnaire of his study revealed that positive attitudes can be indicated from the teacher's and students' feelings, likes and dislikes, intention, methods and weightage of feedback. Positive attitudes show that students regard teacher's feedback as a useful instrument for them to improve their skills because it facilitates students to correct the errors. According to Wu's study (2003) in Chen & Shang (2009), it indicates that teacher's feedback is useful and acceptable for students due to high quality and accuracy of teacher's feedback.

Stated from the study conducted by van der Hulst J., van Boxel, P. & Meeder, S. (2014) research to date indicates that students generally have a positive attitude towards the online handling of assignments, due to the time and place independent submission of their work. Factors identified by students which contribute towards the quality of online feedback include greater anonymity, a greater volume of comments compared to paper-based marking, and feedback being connected to the point of error in the text, as opposed to handwritten comments in the margin (Herman et. al., 2014).

van der Hulst J., van Boxel, P. & Meeder, S. (2014) also revealed that teachers also tend to display a positive attitude towards online handling and marking of assignments, pointing at increasing efficiency of the marking process, and easier and quicker marking of certain assignment formats (Buckley and Cowap, 2013). Whilst the potential for more effectiveness of teacher's marking

practices is starting to emerge, it is recognised that the real impact is yet to be illustrated, and that further evidence is required, especially with regards to educators' points of view (Buckley and Cowap, 2013; Herman et al, 2014).

As cited in van der Hulst J., van Boxel, P. & Meeder, S. (2014), Nicol (2009) gives specific recommendations for good teacher feedback: it needs to be understandable for students, selective, specific, timely, contextualized, nonjudgmental, balanced, forward looking and transferable. By considering those things both teacher's and students' positive attitudes can be reached.

b. Negative Attitudes

According to previous studies (Chen & Shang, 2009) negative attitudes were indicated when feedback was given traditionally with the following matters: Firstly, teacher's feedback is distortive for students to understand because teachers misunderstanding the students' contents leave some feedback unrelated to students' journals. It is claimed that students scarcely read teacher's comments and corrections because teachers misunderstand students' contents and give divergent feedback to guide students with the biased instructions. In addition, in Zacharias's study (2007), teacher's feedback is divergent from students' original ideas while writing. Students would be confused about how to revise because the teacher gives an irrelevant idea which is totally different from students' mental gist of their journal.

Next, students have difficulties in reading teacher's feedback because they cannot read teacher's feedback with complex wording which is unclear for

understanding. In Sommers's (1982) study, it is proposed that some teachers' feedback is not clear to provide the truly precise suggestions and responses in regard to what students' contents, so that students can not improve their writing skills. The obvious exemplification Sommers disclosed is that some words or sentences revised by students are even worse than the original sentences because of teacher's unclear written instructions.

2.2.3 Attitudes toward Digital Feedback

Traditionally teachers have strong contact with the learners, that make the learning process into a teacher-centered learning. The rapid advancement of ICT (Information and Communication Technology) has made it possible to overcome many different challenges in teaching learning process today. ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005).

The positive influence of technology when learning English is valuable and can maximize the overall experience. Teachers may transfer the traditional ways into the digital methods in teaching English. The use of ICT in education lends itself to more student-centered learning settings. In www.tefl-online.com it is elaborated that digital technologies are ideally placed to help teachers working with learners, and learners working independently, to do the necessary

'languaging' that makes their language development possible. Furthermore, as technology becomes a major part in today's world, students can have more freedom and support to fully absorb the material. More students are choosing to learn English online because of the increased efficiency with lower costs.

In the English learning context Barnes (2014) determined that digital tools make providing feedback of learning easy and engaging. While many teachers readily admit that narrative feedback is a powerful means for evaluating learning, these same educators often struggle with providing feedback, because it's far more time consuming to write feedback than it is to simply place a number or a letter on a student's work.

In a survey of Advanced Placement and National Writing Project conducted by Purcell, Buchanan, & Friedrich (2013) teachers, a majority said digital tools encourage students to be more invested in their writing by encouraging personal expression and providing a wider audience for their work. Most also said digital tools make teaching writing easier, despite an increasingly ambiguous line between formal and informal writing and students' poor understanding of issues such as plagiarism and fair use.

Moreover, in his study McMorran (2013) shared his experience in ELT by using Google Docs for several years. He felt the classroom activities encourage peer-instruction, build a learning community, give students a sense of their learning level, and allow efficient time management.

Based on the previous studies elaborated above, it can be conlcuded that both teachers and students have positive attitudes toward the use of digital

feedback in the writing class. For teachers it makes them easy and efficient to give feedback on students' writing. While for students it makes them to become independent learners and get efficient learning time management with lower costs.

2.3 Writing

2.3.1 The nature of writing

Writing is defined as an activity of expressing a message in written form. The message can be ideas, feelings, opinions, or other information that can be conveyed to other people. Thus, writing is considered as a communication form between the writer and the reader. It is accordance with Coffey (1987:1) that writing is a form of communication in which one meaningfully expresses messages, for example, ideas, hopes, opinions, and findings to other people (readers).

Meanwhile, the other definition of writing according to Nunan (2003: 88) is that writing is both *physical* and *mental* act. Writing is the physical act of committing words or ideas to some medium. On the other hand, he defined that writing is the mental work of inventing ideas, thinking about how to express them into statements and paragraphs that will be clear to a reader.

Unlike speaking, people should make hard efforts to convey message in the written form. They have to express the message as clearly as possible so that the readers understand the point of the writing and also avoid misunderstanding. They must write detail information to support the message.

As stated by Langan (2003: 4), the important difference between writing and talking is, in writing, any idea that the writer advance must be supported with specific reasons and details, while in speaking, people can speak freely and do not have to give any detailed information if the person to whom they are talking to has already got the point.

In order to make the writing clearer, besides giving the supporting detail of writing point, the writer also should pay attention to the important aspects of writing such as, organization, vocabulary, language focus, and mechanics (e.g.punctuation, spelling, and capitalization) of writing. It is not easy for the writer, especially for the nonnative writers. According to Rass (2001: 30), writing is regarded as a difficult skill for native and nonnative speakers, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, and mechanics such as punctuation, spelling, and capitalization. He also added that writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of all the above elements in a new language.

To sum up, writing is an activity to express the message for example, ideas, feelings, opinions, and any kinds of information, in written form, that requires the skill to arrange words into good paragraphs by paying attention to the elements of writing (content, organization, vocabulary, grammar, and mechanics) in order to make the readers understand and accept the message.

2.3.2 Writing Process

According to Langan (2003: 23-36), there are four stages in writing process:

(1) *Prewriting*. Technique that can help the writer identifies the topic and the thesis. In addition, Hale (2002:1) stated that prewriting helps the writer think about the subject and the purpose of the writing. At the end of the prewriting stage, the writer should know what s/he wants to say and how s/he wants to organize the points.

(2) *Writing*. Once the writer has settled on a topic and thesis, s/he writes out a first draft of an essay. The writer states the thesis clearly and develops the content of the paper with plenty of specific details.

(3) *Revising*. In this stage, the writer rewrites the paper in order to make it stronger.

(4) *Editing and proofreading*. Editing involves closely reading over the paper, looking for errors in grammar, punctuation, and spelling. After proofreading for typographical and formatting errors, the paper is ready to be submitted.

Seow in Richards and Renandya (2005:315-320) says that the writing process as a private activity may be broadly seen as comprising four main stages: planning and drafting as process activated, then editing and revising as process terminated. It is shown on the following figure:

The stages of writing
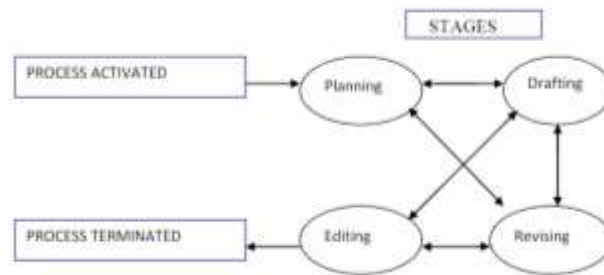
Meanwhile, there are some scholars who state that there are three stages in the practice of writing. It does not matter because the core of the writing process is similar to prewriting, writing, and rewriting. As stated by Hamp-Lyons and Hasley (1987: 2-3) in Nunan (2000: 91), writing is commonly seen as a three-stage process. They are prewriting, writing, and rewriting or revising. Although it is not simple, it is a helpful one.

2.3.3 Writing Quality

According to Donovan (2013) there are eight characteristics of good writing (in no particular order), such as first, **Clarity and focus**: in good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Second, **Organization:** a well organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. Third, **Ideas and themes**: Is the topic of writing relevant? Does the story come complete with themes? Can the reader visualize the writing? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes. Fourth, **Voice**: this is what sets the writer apart from all other writers. It's the unique way of stringing words together,

formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable. Fifth, **Language (word choice):** The writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well crafted sentences. Sixth, **Grammar and style:** Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Seventh, **Credibility or believability:** Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer. The last, **Thought-provoking or emotionally inspiring:** Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? How readers react to your work will fully determine the writer's success.

Determining writing quality is nearly related to the evaluation of writing. The *e-rater* engine (by ETS) features related to writing quality include errors in grammar (e.g., subject-verb agreement); usage (e.g., preposition selection); mechanics (e.g., capitalization); style (e.g., repetitious word use); discourse structure (e.g., presence of a thesis statement, main points); vocabulary usage (e.g., relative sophistication of vocabulary); sentence variety; source use; and discourse coherence quality.

While according to Brown (2000) there are six general categories that are often the basis for the evaluation of students writing, such as (1) *Content* covering thesis statement; related ideas; development of ideas through personal experience, illustration, facts, and opinions; use of description, cause/ effect, comparison/contrast; and consistent focus. (2) *Organization* covering the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length. (3) *Discourse* involving topic sentences, paragraph unity, transition, discourse markers, cohesion, rhetorical conventions, references, fluency, economy, and variation. (4) *Syntax* and (5) *Mechanics* covering spelling, punctuation, citation of references (if applicable), as well as neatness and appearance.

Experts disagree somewhat on the system of weighting each of the above categories, that is, which of the six is most important, next and so on. Nevertheless, the order in which the six are listed here at the very least emphasizes the importance of content over syntax and vocabulary, which traditionally might have had priority.

Furthermore, there is another kind of evaluation form of writing called as an analytic rubric that includes a more detailed analysis, usually based on a scale or checklist of prominent features or characteristics of a piece of writing. The features selected for evaluation vary according to the context of the specific writing assignment, the audience, and the purpose for writing. One of the most prominent analytic rubrics is the ESL Composition Profile (Jacobs, Hartfiel, Hughey, & Wormuth, 1981) (Appendix I). It consists of Content, Organization,

Language use, Vocabulary, and Mechanics which are ranging from very poor to Excellent category. After the students' writing texts are evaluated based on the rubric, the quality of student writing can be determined.

2.3.4 Teaching Writing

Harmer (2003:79) states that the reasons for teaching writing include of reinforcement, language development, learning style and the most important is writing as a skill. There are many reasons to teach writing to the students, both inside and outside of the classroom. Harmer (2007:112) states that writing gives the students more 'thinking time' than they get when they attempt spontaneous conversation. In addition, this allows them more opportunity for language processing – that is thinking about the language – whether they are involved in study or activation.

Many students feel that writing is a boring activity. Therefore, teaching learning process of writing should be varied to make students feel fun during the process. In language learning, students need more than instruction and command from their teacher. This is a challenge for the teacher to be able to motivate the students to pay attention. The teachers' creativity in using teaching aid will increase the probability that the students will learn more and the knowledge will retain better in their mind.

By using digital platforms like Google Docs, it is expected that the students will not be bored and learn English with full of motivation. As Harmer

(2001:261-2) explains that the roles of the teacher in writing class are motivator, resource, and feedback provider.

2.3.5 Writing Factual Report

Harmer (2003) defines genre as a type of writing which members of a discourse community would instantly recognize for what it was. Genre has its own structure and linguistic characteristics. One of the objectives in teaching genres, especially factual report is students expected to be able to analyse the purpose of the text, generic structure, and generic features of factual report.

According to the attachment of the Ministry of Education Regulation Number 59 Year 2014 about the syllabus of Curriculum 2013 the communicative competence in functional text shall be aimed at developing the students' social and academic potencies by using *descriptive*, *recount*, *narrative*, *factual report*, *analytical exposition, procedure,* and *news item* for the Compulsory English of Senior High School level, and *descriptive*, *recount*, *narrative*, *procedure*, *factual report*, *analytical exposition, hortatory exposition, news item*, *spoof*, *discussion*, *explanation*, and *review* for Elective English of Senior High School. This present study will be specifically conducted in writing factual report.

Factual report is a kind of text which is intended to describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment (Callaghan and Rothery, 1988). While according to Gerot and Wignell (1994) factual report is aimed to describe the way things are, with reference to a range of natural, fabricated and social phenomena in our

environment. In short, the purpose of report genre is to inform, to classify, to describe, and/or to provide factual information, natural and non-natural phenomena of a whole class of things.

The generic structure of report genre has two main elements, classification and descriptions. It has been explained more clearly in Depdiknas (2005: 24) as follow, *General Classification* that tells what the phenomenon under discussion is, and *Description* that tells what the phenomenon under discussions like in terms of parts (and their functions), qualities, habits or behaviors if living, uses if non-natural. (Gerott and Wignell: 1994)

While the significant lexicogrammatical features of this genre is that: it focused on generic participants (groups or a whole class of things); use of simple present tense (unless extinct); action verbs (especially when describing behavior), use the descriptive language (factual and precise); use the expressions for defining, classifying, comparing and contrasting; no temporal sequence; use 'being' and 'having' processes; technical vocabulary; and use formal and objective language (personal pronouns 'I' and 'we' and the writer opinions are not generally appropriate). Report genre is also often accompanied by diagrams, photos, illustrations, maps, etc.

2.4 Related Studies

Researches on using digital feedback in English Language Teaching have been conducted by some researchers. van der Hulst J., van Boxel, P. & Meeder, S. (2014) conducted a research on Digitalizing Feedback: Reducing Teachers' Time

Investment While Maintaining Feedback Quality. The research was aimed at investigating whether the shift to an online marking process would help teachers to develop a more efficient workflow, and consequently save time. In addition it was aimed at investigating how the use of different types of digital feedback instruments would contribute to the quality of the feedback. The results show that Turnitin is a useful tool for teachers to provide feedback quickly to a large group of students. In addition the study revealed that students and teachers showed a high appreciation especially of text annotations in the form of QuickMarks, standardized and reusable feedback comments that are linked to specific text passages. Students found this form of feedback clear and motivational, and an excellent tool when improving their texts.

In a survey of Advanced Placement and National Writing Project conducted by Purcell, Buchanan, & Friedrich (2013) teachers, a majority said digital tools encourage students to be more invested in their writing by encouraging personal expression and providing a wider audience for their work. Most also said digital tools make teaching writing easier, despite an increasingly ambiguous line between formal and informal writing and students' poor understanding of issues such as plagiarism and fair use.

Moreover, in his study McMorran (2013) shared his experience in ELT by using Google Docs for several years. He felt the classroom activities encourage peer-instruction, build a learning community, give students a sense of their learning level, and allow efficient time management.

Barnes (2014) stated that in decades researching more than 250 million students worldwide, John Hattie, author of *Visible Learning*, discovered that student self-assessment and teacher feedback impact achievement over the course of a school year far more than traditional assessment techniques. Assuming this is true, and it's difficult to argue with a sample of 250 million, teachers should be providing meaningful narrative feedback daily to students.

Though the above-mentioned research sounds encouraging, more studies need to be undertaken to make any strong claim about the students' and teachers' attitudes toward the use of digital feedback for imparting the effective strategies in English language teaching and learning.

2.5 Conceptual Framework

According to the discussion of theories above, it can be seen that feedback provision plays significant role in improving students' writing quality, so the method or strategy used in giving feedback by teachers should be considered. Teachers should be encouraged to find out the effective strategy in giving feedback on students' writing.

In curriculum 2013 to reach communicative purposes teachers need to teach genres, such as *descriptive*, *recount*, *narrative*, *factual report*, *analytical exposition, procedure,* and *news item.* In practice, some problems found in teaching writing those kinds of genre. The problems are firstly, when the students could not accomplish the stages of writing and the teachers do not have sufficient time to give feedback comprehensively. So, the provision of feedback in writing

does not run effectively. Secondly, in SMA Islam Al Azhar 8 it is found that in writing genre-based text students have not structurally written the ideas correctly. It means that they have not understood well about the generic structure and generic features of certain paragraphs. Thirdly, the students are not challenged to revise or rewrite their writing because mostly they just need to change any words to become the words suggested by the teacher and sometimes the ideas suggested by the teacher do not match with the students' own ideas. Another reason is because sometimes the students found any difficulty to understand the teachers' correction. Lastly, the teachers also experience that applying an effective feedback becomes time-consuming and it is an additional burden on the teacher's load.

Thus, this study was conducted to investigate the students' and teacher's attitudes toward the feedback which was given digitally by using *Google Docs* aimed at assisting teachers in teaching writing effectively and to help students in improving their quality of writing. By referring to Chris McMorran's (2013) experience in ELT by using Google Docs for several years, it is assumed that teachers and students will enjoy the writing activities, especially in term of feedback provision. It will help them in term of time management in the stages of writing. The objective of study namely writing quality improvement can be realized.

As attitude is one of the key predominant factors for success in language learning, numerous studies have already been conducted in the field of language attitude (Alhmali, 2007; Ghazali et al., 2009). In addition, Saidat (2010) mentions that language attitude research has been considered in the previous 50 years

because of the growing relation between the importance of the language use and the nature of individuals. The concern on the learners' attitudes towards the target language was emphasized by Gardner (1985). He stated that the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. This, in turn, affects on their performance, too. Thus, this study investigates the teacher's and students' attitudes towards the use of digital corrective feedback on students' writing. The data analysis procedures retrieved from John W. Creswell, in which the data describe in narrative passage.

CHAPTER 3

METHODOLOGY

This chapter presents an overview of method applied in the research. It describes the research setting, research participants, research design, data and data source, data collection instruments, data collection procedure, and data analysis.

3.1 Research Setting

This study was conducted in SMA Islam Al Azhar 8 Bekasi, where is located in Jl. Bulevar Utara Blok L Summarecon Bekasi. The school is an Islamic high school that implements Curriculum 2013 since it was established in 2013, so the school has to build its own curriculum that is a combination between Curriculum 2013 and Islamic Curriculum. The school has two programs, namely Social and Science program that has to be chosen by students since Grade X. In Curriculum 2013 English is divided into two subjects, namely Compulsory English and Elective English (English Literature), and the school takes both of those subjects. Each subject takes two hours of lesson per week.

This research site was chosen for several reasons. First of all, having been an English teacher for four years, the researcher has been familiar with the situation and condition of the school including the teachers and students. In addition, the researcher has similar experiences with other English teachers in the school in terms of teaching problems and in handling the students in various English proficiency levels.

The second reason, since the Curriculum 2013 requires teachers to be able to make use ICT in each lesson, the school has met the facilities to conduct online-based learning to make students more engaged in studying English and to minimize the teachers' workload. Thus, in this study the researcher take it as a pilot study for English Language Teaching in the school, although the results of the study could not be generalized.

This study was conducted from April to June 2017 in Class XI Science 1. It was started with an English Teachers Training on Google Docs on April 26, 2017. Then an English teacher of Grade XI was chosen because she has been teaching the Class XI Science 1 for two years, since the students were in Grade X. According to her the class could actively more involve in English class than other classes. Moreover, the class has more achievement compared with other classes, although their English proficiency levels are similar with other classes. It is expected that the result of the present study could be implemented to other classes in the future.

3.2 Research Participants

This study involved thirty five students with various English proficiency levels and one English teacher who has been teaching them for two years. The student participants were the second-year (Grade XI) students in the age of sixteen to seventeen years old.

3.3 Research Design

Regarding the research questions and purposes of the study mentioned in Chapter I, this research applied a case study. As Stake (1995) in Creswell (2009) defined that Case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.

A case study is chosen for three reasons. Firstly, it is concerned with a rich and vivid description of events relevant to the case. It also blends a description of events with the analysis of them. Lastly, an attemp is made to reveal the richness of the case in writing up the report. A case study tries to provide in-depth understanding of phenomenon as well as portrays what it is like to be in a particular situation, to catch the close up reality and thick description of participants' lived experiences of, thoughts about and feelings for situation.

In addition, this qualitative study focuses on understanding the process of what is going on the setting by trying to understand how the gains were made. The research also focuses on the participants – how participants experience and interact with a phenomenon at a given point in time and particular context (Crokeras cited in Heigham *et al*., 2009)

3.4 Data and Data Source

The data of this study was the student and teacher questionnaires, observational protocol, interview protocol, and students' writings on Factual

Report. The data sources of this study were the students of XI Science 1 and the English teacher who has been teaching them since they were in Grade X.

3.5 Data Collecting Instruments

In this study, the data was collected in some ways, as the following:

3.5.1 Questionnaire

A close-ended questionnaire called Attitude Likert scale for student (Appendix A) and for teacher (Appendix B) was used to examine the teacher's and students' attitudes toward the use of digital feedback to answer the research question number 1, namely "What are the students' and teacher's attitudes toward the use of Google Docs as digital corrective feedback in writing factual report?"

The questionnaire was adapted from Attitude/Motivation Test Battery (Gardner, 2004) (See Appendix C) in terms of the behavioral, cognitive, and emotional aspects. Thus, questionnaire specification (Appendix D) was made. The questionnaires were divided into three parts consisting ten questions on each. The first part which is Part A, was aimed to determine the students' and teacher's attitudes in terms of behavior. The second part which is Part B, was to investigate the students' and teacher's cognitive, and the third part which is part C, was to identify the students' and teacher's emotions toward the use of Google Docs as digital feedback in the class of writing.

The questionnaires were constructed in two versions; the first one was designed for students, and the second one was for teachers that those versions were similar, and they are distributed to thirty five students and one teacher. The

questions in the questionnaire were quantified by a Likert-scale from 1 to 5 (1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, & 5= Strongly Agree).

The questionnaires were written in Indonesian. The reason for this was that the students had different levels of English reading skills, and it was important that all the students understood the questions in the questionnaires. Since English is the students' foreign language, some may have had problems with an English questionnaire, and the importance of the accuracy of the questionnaire answers was emphasised. Because of this, the questionnaires were all written and conducted in Indonesian.

a. Validity

Validity test was used to identify the validity of questionnaire in collecting the data. To investigate the validity of the questionnaire items, the questionnaire contents were given to three specialists who are Expert of Pedagogy, and Research Methodology & Evaluation, chosen from the teaching staff of State University of Jakarta, and Expert of Language, chosen from teaching staff of Mercubuana University. Their comments were taken into consideration and they advocated that the items of the questionnaire are valid and reliable to investigate the research objectives.

In addition the questionnaire's validity was also statistically examined by Pearson Product Moment with assisting tool SPSS 23 version. The item of questionnaire is valid when $R_{count} > R_{Table}$ in the significance 5%. Otherwise, the item of questionnaire is invalid if $R_{count} < R_{Table}$ in the significance 5%, as shown in Appendix E. The results show that there were three invalid questions, namely

one question on behavior aspect (A7) and two questions on emotional aspect (C3 and C5). So, totally there were twenty seven questions were valid.

b. Reliability

By using the Statistical Package for the Social Science Program (SPSS) version 23.0, an analysis of item reliability was determined through the reliability Alpha coefficient test. The questionnaire is reliable if $R_{Count} > R_{table}$ (0.381). The acceptable value of Cronbach Alpha was 0.895 which shows acceptable consistency of reliability. This shows that the questionnaire items were completely appropriate for research goals. It indicates the reliability of the questionnaire items in terms of the three aspects of attitude separately. The value of Cronbach' s Alpha regarding the behavioral aspect is 0.671, the cognitive aspect obtained 0.841, and the Cronbach's Alpha value of the emotional aspect is 0.784 (see Appendix F).

Table 3.1 Reliability Value regarding the Attitude Aspects

Aspects of Attitude	No. of Items	Cronbach's Alpha Value
Behavioral aspect	9	0.671
Cognitive aspect	10	0.841
Emotional aspect	8	0.784
General attitude toward digital corrective feedback	27	0.895

3.5.2 Interview.

In order to dig up more more comprehensive data, semi-structured interview was conducted. These interview-based data was used to support and triangulate the data of questionnaires. This is the most common interview type in applied linguistics (Dörnyei 2007:136). The interview guide was planned in advance but the arrangement was unrestricted and the interviewer had the possibility to ask follow-up questions and ask the participants to elaborate on some questions. An interview guide was used for student interview (Appendix G) and teacher interview (Appendix H).

For the interview session, eleven student participants out of thirty five students and one English teacher were selected due to time constraint and their willingness to be interviewed as not everyone was comfortable to give the required details. The respondents were interviewed for 15 to 20 minutes.

All the interviewees were asked beforehand if they had preference to answer questions in English or Bahasa Indonesia. Some students prefered to be interviewed in Bahasa Indonesia because they had limited English. In addition, the English teacher also prefered to be inteviewed in Bahasa Indonesia in order to clearly convey her intentions.

It was also important that the interviews were piloted more than once; the reason for this was to get more detailed information about the time frame of the interview, if the questions were understood and if there was anything that needed to be changed before the actual interviews. The interview guide is an important

tool for the researcher in the interview process and it is important that it is planned, worked with and trialed out (Dörnyei 2007:137).

3.5.3 Observation.

In this study, The researcher took the role as a non-participant observer who observed how the teacher's attitudes in the class and investigated how the students' attitudes cope with digital feedback in writing class in terms of the behavioral, cognitive, and emotional aspects. This technique was used to answer the research question number 2, namely "How is the process of corrective feedback provision through Google Docs as a digital tool in writing Factual Report?"

The observational sheets (Appendix I) were constructed based on observation guidelines. The first guideline was developed by the researcher adapted from the characteristics of qualitative observational protocol by Creswell (2014). The second guideline is about teacher's and students' attitudes toward the digital corrective feedback on students' writing. This observation guideline is adapted from Teacher's Observations of Students' Literacy Behaviors – Writing (Alexander & Jetton, 2001).

3.5.4 Student texts of writing.

The students' writing of factual report paragraphs (Appendix J) were collected for the purpose of assessing the quality of writing to answer the research question number 3, namely "How is the students' writing quality on Factual

Report through digital corrective feedback?" The method used was an analysis of a small sample of student texts. The focus was to analyse what kind of feedback the teachers gave to these texts, how the students responded to it and if the feedback resulted in a development in the students' writing, namely whether the texts quality developed during the process of writing. The students' writing quality was assessed based on five elements of writing, among other things, content, organization, language use, vocabulary, and mechanics by using Writing assessment Rubric of ESL Composition Profile (Jacobs *et al,* 1981, in Weigle, 2002; Boardman & Frydenberg, 2002) (Appendix K)**.**

3.6 Data Collecting Procedure

The data was gathered by doing observation and field-note taking during teaching and learning process in the writing class using Google Docs as digital feedback. The writer recorded the teaching learning process with camera and prepared the observation sheets that were used during the class sessions. The procedures of collecting data are elaborated as follow: the first one is observing the writing class by using Google Docs, then, writing the field note while observing the class, recording the teaching and learning process, distributing questionnaires to both teacher and students, interviewing both the teacher and students, and the last analyzing the students' text of writing.

3.6.1 Data Collecting Procedures for Observation

The observation was conducted to clearly see the process of teaching and learning activities in the classroom. Here, the researcher stayed as a complete observer who was not included into the classroom activities. She observed the process of writing class by using Google Docs since the beginning of class till the end of class for about ninety minutes in each meeting. Besides in the classroom the researcher also observed the students' and teacher's activities when the students did their writing outside classroom by seeing the results of teacher and students interaction in Google Docs.

3.6.2 Data Collecting Procedures for Questionnaire

After the writing classes had been completed, questionnaires were distributed to both teacher and students. The questionnaires were used to investigate the teacher's and students' attitudes in the areas of bahavior, cognitive, and emotion.

3.6.3 Data Collecting Procedures for Interview

In the interview part, the researcher gathered information from the teacher and students on the attitudes based on their experience, feelings, and opinions on the use of Google Docs as media for giving and receiving feedback in the writing class. The data of interview was used for triangulation of questionnaire data.

3.6.4 Data Collecting Procedures for Student Texts of Writing

After the class finished the teacher collected the students' writing on Factual Report. The researcher took all student texts of writing from the teacher and analyzed the feedback provison on the students' text of writing to identify the development of students' writing quality in terms of content, organization, language use, vocabulary, and mechanics (ESL Composition Profile).

3.7 Data Analysis Procedure

Since the data collecting instruments contain questionnaire, interview, observation, and students' texts of writing, the process of analysing them follows two dissimilar approaches: qualitative and quantitative. The questionnaires produce quantitative data whilst interview, observation, and students' texts of writing closed questions are used to generate qualitative data. The distinction between a "qualitative" and "quantitative" approach, here, relates to the treatment of data, rather than the research method. For instance, the current research employs the questionnaire method, which is classified as a quantitative instrument, but the scrutiny of the data is executed qualitatively and quantitatively. As Strauss (1987:2) argues, "the genuinely useful distinction [between qualitative and quantitative] is in how data is treated analytically." Thus, what is different is the manner of transforming information into quantitative data (numbers) or qualitative data (words).

Firstly, the data that was gained from observation, interview, questionnaires, and students' texts of writing were categorized based on their

relevance to the research questions of the study. Therefore, the collected data was analyzed whether or not they have answered.

The overall analysis of observation-based data, interview-based data and questionnaires-based data followed two steps: coding the obtained data and interpreting the findings. In the first step, the researcher began to scan the recorded data of observations, interviews, and questionnaires then developed them into categories phenomena. Meanwhile, in the second step, interpretation involves making sense of the data.

Creswell (2007) stated that "interpretation in qualitative research means that the researcher steps back and forms some larger meanings about the phenomenon based on personal views, comparison with previous studies, or both." In this study, the interpretation involved a review of the major findings and how research questions were answered, personal reflections of the researcher about the meaning of the data, and personal views compared or contrasted with the literature.

The findings from the questionnaires were presented in tabular form and they were divided into three main areas of attitudes; behavior, cognitive, and emotion. Before that, the questionnaires were examined for its validity and realibility. Then, they were analyzed descriptively. The data collected from the questionnaire provided information about the respondents' attitudes toward the digital feedback in writing class. The information that was gathered from the questionnaires was used to conduct the semi structured interview with the selected participants. The interviews were written down almost verbatim and the

respondents were asked to repeat where necessary to make it easier to note down what they said as well as to clarify their answers.

The results of observation were descriptively analyzed to vividly investigate the process on feedback provision taken place both in the classroom and outside classroom. By referring to the literature review the results were analyzed to examine whether the feedback was delivered effectively and efficiently.

Furthermore, the students' texts of writing were analyzed based on five components of writing namely, content, organization, language use, vocabulary, and mechanics by using Writing assessment Rubric of ESL Composition Profile (Jacobs *et al,* 1981, in Weigle, 2002; Boardman & Frydenberg, 2002)**,** to investigate the improvement of writing quality.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter works with the findings and analysis of gathered data from questionnaires, observation, interview, and students' text of writing, as well as its further discussion. The research was conducted March from until June, 2017 at SMA Islam Al Azhar 8 Bekasi. The research findings cover the results of classroom observation, questionnaire, interview, and students' text of writing analysis that examined the students' and teacher's attitudes toward digital corrective feedback on the students' writing as well as investigated the progress of students' writing quality as the result of their attitudes in the writing class.

4.1 Findings

This part presents the findings of the study on the teacher's and students' attitudes toward the use of Google Docs as a digital tool for corrective feedback provision on students' writing. The findings were obtained through observation, questionnaire, interview, and students' text of writing analysis. The findings were described based on the focus of research which stated in research questions. The descriptions are as follows:

4.1.1 What Are the Teacher's and Students' Attitudes toward the Use of Google Docs as Digital Corrective Feedback in Writing Factual Report?

4.1.1.1 Students' Attitudes toward the Use of Google Docs as Digital Corrective Feedback in Writing Factual Report

To investigate the first research question, a close-ended questionnaire called Attitude Likert scale in which the items were partly adapted from the attitude questionnaire test employed in a study by Abidin et al. (2012). Other items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (2004). Furthermore, there were some items based on the researcher's and teacher's experience in online writing class. On the whole, there were 27 items concerning the attitudes in terms of behavioral (9 items), cognitive (10 items), and emotional aspects (8 items). The items were put in a 5-point Likert scale from Level 1: Strongly Disagree to Level 5: Strongly Agree.

Concerning the first research question, the result of descriptive statistics shows that the overall mean score of attitude scale among participants is 3.94 with Standard Deviation (SD) 0.821. This result reveals that the participants have a positive attitude towards digital corrective feedback. In addition, the mean scores of the three aspects of attitudes toward digital corrective feedback among the respondents, are not slightly different. As seen in Table 4, the mean score of behavioral aspect of attitude is 3.95 (SD= 0.884). The mean of cognitive aspect of attitude is 3.94 (SD= 0.711). Yet, the mean score of emotional aspect of attitude is 3.91 (SD= 0.884). following is the table:

Table 4.1 Descriptive Statistics of Students' Attitudes toward Digital Corrective Feedback

Students' Attitudes	N	Min	Max	Mean	Std. Deviation
Attitudes on Digital Corrective Feedback	35	2	5	3.94	0.821
Behavior Aspect of Attitude	35	2	5	3.95	0.884
Cognitive Aspect of Attitude	35	3	5	3.94	0.711
Emotion Aspect of Attitude	35	2	5	3.91	0.884
Valid N	35				

Based on data shown on table it can be seen that most of the student participants agree about the items on the attitutes scale toward digital corrective feedback. It is reflected from the average mean score of attitude scale (3.94). From the maximum point (5) it can conclude that the students strongly agree in some areas of attitudes and from minimum point (2) it can be concluded that some students disagree in some areas of attitude. Nobody answered strongly disagree. It is shown there is no any 1 point as the least point of level in the questionnaire.

a. **The Behavioral Aspect of Students' Attitude towards Digital Corrective Feedback**

As shown in table 4, the behavioral aspect of attitude towards digital corrective feedback represents the highest mean score (3.95 with SD 0.884). That is, the student participants have positive behavioral attitude. Specifically the following table describes the behavioral aspect of students' attitude towards digital corrective feedback.

Table 4.2 Descriptive Statistics of Behavioral Aspect of Students' Attitudes toward Digital Corrective Feedback

Item No.	Behavioral Aspect of Attitude (Item)	Min	Max	Mean	Std. Deviation
1	Saya menulis teks *Factual Report* pada *Google Docs* sesuai instruksi guru.	3	5	4.34	0.639
2	Saya langsung memberikan (*share*) hasil tulisan saya kepada guru melalui *Google Docs*.	3	5	4.46	0.657
3	Saya memberikan (*share)* tulisan saya kepada teman untuk dikoreksi sebelum diberikan kepada guru.	1	5	3.03	1.071
4	Saya menggunakan fitur *chat/comment* untuk menanyakan penjelasan *feedback* pada *Google Docs.*	1	5	3.71	1.178
5	Saya menggunakan fitur *translate* untuk membantu saya dalam menerjemahkan kata dalam bahasa Inggris.	1	5	4.31	0.900
6	Saya menggunakan fitur *spelling* untuk mengoreksi pengejaan yang salah.	1	5	3.29	1.152
7	Saya merespon setiap koreksi yang diberikan berdasarkan warna (*highlights*) sesuai kesalahan yang dilakukan.	2	5	4.14	0.845
8	Saya memperbaiki tulisan saya sesuai dengan *feedback* yang diberikan oleh guru melalui *Google Docs*.	3	5	4.26	0.657
9	Saya memperbaiki (revisi) tulisan saya sesuai dengan waktu yang diberikan oleh guru.	2	5	3.97	0.857

As shown in the Table 4.2, the item 1 "I wrote *Factual Report in Google Docs* based on teacher's instructions" obtained the second rank (M= 4.34, SD= 0.639) meaning that most of the students comply with their teacher by following

the teacher's instructions well in writing Factual Report by using Google Docs. 32 students (91%) of 35 students agree about the statement, and 3 students (9%) were neutral or not sure that they followed the teacher's instructions in writing Factual Report. Furthermore, the item 2 "I directly share my writing to teacher through *Google Docs"* got the first rank (M= 4.46, SD= 0.657) meaning that most students (91%) were on time in submitting their writing to teacher through Google Docs. It's showing positive because they did not put off their work as they did in the class without Google Docs. While the item 3 "I share my writing to other students to be corrected before I give it to teacher" obtained the least rank (M= 3.03, SD= 1.071). There are only 11 students (31%) who shared their writing to other students to be corrected. It means that they tend to share their writing directly to their teacher.

Furthermore, the students tend to use the features in Google Docs to help them in writing Factual Report. It is shown from the descriptive statistics of item 4 (M= 3.71, SD= 1.178) meaning that most of them (69%) used 'chat' or 'comment' feature in Google Docs to ask further explanation about the feedback they got. In addition item 5 (M= 4.31, SD= 0.900) shows that most students (86%) used 'translate' feature to consult vocabulary meanings to assist them in writing Factual Report. While item 6 (M= 3.29, SD= 1.152) showing neutral means only less than a half of class (49%) that made use the 'spelling' feature to check the spelling of words they used in writing.

The data also showed that most students behaviorally followed teacher's feedback through Google Docs. The analysis of item 7 (M= 4.14, SD= 0.845)

shows that students (77%) responded every correction based on the highlights given by the teacher. Then, item 8 (M=4.26, SD= 0.657) represents that students (89%) revised their writing based on teacher's feedback through Google Docs. The descriptive statistics of item 9 (M= 3.97, SD= 0,857) also shows positive manner, that is the students (74%) revised their writing on time, although there were some students did not do it on time.

b. The Cognitive Aspect of Students' Attitude towards Digital Corrective Feedback

In the Table 4.1 it can be seen that the mean score of cognitive aspect of attitude towards digital corrective feedback (M= 3.94, SD= 0.711) which is slightly not different with the behavioral aspect of attitude. The findings indicate that the majority of the respondents showed positive cognitive attitudes. Following table is the descriptive statistics of cognitive aspect of attitude.

Table 4.3 Descriptive Statistics of Cognitive Aspect of Students' Attitudes toward Digital Corrective Feedback

Item No.	Cognitive Aspect of Attitude (Item)	Min	Max	Mean	Std. Deviation
1	Saya mampu mengikuti tahapan menulis (*drafting, writing, revising*) *Factual Report* pada *Google Docs.*	3	5	4.11	0.758
2	Dengan *Google Docs* saya mampu menulis *Factual Report* sesuai dengan struktur dan ciri-ciri kebahasaannya.	3	5	4.03	0.707
3	Saya mendapatkan ide menulis dengan mudah pada *Google Docs*.	2	5	3.71	0.825
4	Saya dapat memahami setiap *feedback* yang diberikan guru terkait	3	5	3.94	0.684

	isi (content).				
5	Saya dapat memahami setiap *feedback* yang diberikan guru terkait struktur teks *(text organization)*.	2	5	3.89	0.718
6	Saya dapat memahami setiap *feedback* yang diberikan guru terkait *Grammar*.	3	5	3.80	0.677
7	Saya dapat memahami setiap *feedback* yang diberikan guru terkait kosakata (*Vocabulary*).	3	5	3.94	0.591
8	Saya dapat memahami setiap *feedback* yang diberikan guru terkait tanda baca, paragraf, ejaan (*spelling*), dan penggunaan huruf besar (*capitalization*).	2	5	4.06	0.725
9	Saya mampu memperbaiki tulisan saya berdasarkan *feedback* yang diberikan guru.	3	5	4.06	0.684
10	Dengan *digital feedback* saya mampu meningkatkan kualitas tulisan saya.	3	5	4.03	0.785

As shown in the Table 4.3, the item 1 obtained the first rank (M= 4.11, SD= 0.758) meaning that majority of students agree that they could follow the stages of writing, namely drafting, writing, and revising in Google Docs. Furthermore, the item 2 (M= 4.03, SD= 0.707) shows that most students agree that with Google Docs they are able to write *Factual Report* based on its generic structure and generic features. While the tabulation analysis of item 3 (M= 3.71, SD= 0.825) presents that more than a half of class, namely 19 students (54%) agree and strongly agree that they could easily get the ideas for writing Factual Report through Google Docs, while the rest, about 15 students (43%) were neutral. They probably were not sure that the ideas could be obtained easily or not, and 1 student disagree that she/he got the ideas easily.

Furthermore, overall students show positive cognitive attitudes on the teacher's feedback given through Google Docs. It is proved from the decriptive analysis of item 4 to 8 discusing that the students were able to understand the teacher's feedback in terms of content (item 4), structure/ organization of text (item 5), language use/ grammar (item6), vocabulary (item 7), and spelling, punctuation, and capitalization (item8). From the tabulation data it can be seen that only 9 students (26%) of 35 students indicated that they were neutral or doubt that they could understand the teacher's feedback in term of content while the rest of students were indicated that they agree that they were able to understand the teacher's feedback in term of content . Then, only 8 students (23%) who were neutral or not sure that they could understand the teacher's feedback in term of text organization or structure of Factual Report text. In addition, in termof grammar there are 12 students (34%) were neutral or not sure that they were able to undertand the teacher's feedback. In term of vocabulary there are only 7 students (20%) were not sure or neutral about their understanding on the teacher's feedback. Moreover, in term of mechanics of writing (punctuation, capitalization, and spelling) there are only 5 students (14%) who were neutral or not sure that they understood about the teacher's feedback, and there is only 1 student (3%) who disagree that she/he could understand the teacher's feedback.

Next, from the descriptive statistics of item 9 and 10 it can be seen that most students were able to revise their writing based on the feedback given by teacher. The mean score of item 9 (4.06) shows that most of them agreed the statement "I am able to revise my writing based on the feedback given by the

teacher. There are only seven students (20%) who were not sure that they could

revise their writing based on the teacher's feedback. In addition, the mean score of

item 10 (M= 4.03, SD= 0.725) does not show differently with item 9 meaning that

majority of students agree that with digital feedback they could improve their

writing quality, but there are 10 students (29%) who were neutral or not sure that

they could improve their writing quality.

c. The Emotional Aspect of Students' Attitude towards Digital Corrective Feedback

The responses regarding the emotional the emotional aspect of attitude

towards digital corrective feedback are quite different with those of behavioral

and cognitive aspect. It can be seen from the Table 4 showing the mean score of

emotional aspect of attitude, 3.91 (SD= 0.884). In details the descriptive statistic

analysis can be seen from the following table.

Table 4.4 Descriptive Statistics of Emotional Aspect of Students' Attitudes toward Digital Corrective Feedback

Item No.	Cognitive Aspect of Attitude (Item)	Min	Max	Mean	Std. Deviation
1	Saya merasa mendapatkan koreksi (*feedback)* pada tulisan saya adalah penting untuk memperbaiki tulisan saya.	3	5	4.43	0.608
2	Saya antusias mendapatkan *feedback* dari guru melalui *Google Docs*.	1	5	3.74	0.919
3	Saya lebih suka mendapatkan *feedback* dari guru atas tulisan saya melalui *Google Docs* daripada melalui kertas.	1	5	4.03	0.985

4	Saya lebih nyaman bertanya pada guru tentang penjelasan *feedback* melalui fitur *chat/comment* pada Google Docs.	1	5	3.74	1.120
5	Saya merasa tertantang untuk memperbaiki tulisan saya sesuai dengan *feedback* yang diberikan oleh guru.	2	5	3.69	0.796
6	Saya puas dengan hasil tulisan saya dengan menggunakan *Google Docs*.	3	5	4.11	0.796
7	Saya merasa lebih percaya diri menulis dengan *Google Docs*.	1	5	3.86	0.912
8	Saya merasa lebih disiplin dalam mengerjakan tugas menulis pada *Google Docs*.	2	5	3.89	0.932

As the data shown in Table 4.4, item 1 examining the students' feeling about the importance of getting feedback to improve their writing obtained the highest mean score, 4.43 (SD= 0.608). It means that majority of students (94%) agree and strongly agree that it is important to get feedback on their writing to improve their writing quality. There are only two students (6%) who were unsure about the statement of item 1.

The descriptive statistic on item 2 shows that the mean score of attitude is 3.74 (SD= 0.919). There are 24 students (69%) of 35 students who were enthusiastic to get the feedback from teacher through Google Docs. While 8 students (23%) were neutral or not sure about it. Then, 2 students (6%) disagree and 1 student (3%) were not enthusiastic to get the feedback from their teacher.

The statistic result on item 3 presents the mean score of emotional attitude 4.03 (SD= 0.985) meaning that most students prefer getting feedback on their writing through Google Docs than through paper and pen. There are 26 students (74%) of 35 students who agree and strongly agree about "I prefer getting

feedback on my writing from my teacher through Google Docs rather than on the paper". Meanwhile there are 7 students (20%) of them who were neutral or not sure that they prefer getting teacher's feedback through Google Docs than on the paper. Then, there is 1 student (3%) who disagree and 1 student (3%) who strongly disagree about it.

The statistic analysis of item 4 shows that the mean score of emotional attitude is 3.74 (SD= 1.120). There are 21 students (60%) who felt more comfortable when asking to teacher about the further explanation of feedback they got through 'chat/comment' feature in Google Docs. While there are 9 students (26%) were not sure about the statement. In addition, there are 4 students (11%) disagree and 1 student (3%) strongly disagree about the statement, meaning that they did not feel comfortable on asking teacher about the feedback they got through Google Docs as digital tool.

The data shown on the analysis of item 5 presents the mean score of emotional attitude is 3.69 (SD= 0.796). There are 21 students (60%) of 35 students that were challenged to revise their writing based on the feedback given by the teacher. While 12 students (34%) of them were neutral meaning that they were not sure that they were challenged or not to revise their writing. In addition there are 2 students (6%) who were not challenged to revise their writing based on the teacher's feedback.

The statistic result on item 6 presents that the mean score of emotional attitude is 4.11 (SD= 0.796) showing that majority of students were feeling satisfied about their writing result. In details there are 26 students (74%) of 35

students agree to the statement of item 6 and only 9 students (26%) were not sure that they were satisfied or not on the result of their writing. Besides satisfied about their writing, they also felt more confident in writing. It is proven in the analysis of item 7 mentioning that 23 students (66%) agree and strongly agree that they were more confident in writing text by using Google Docs, 11 students (31%) were not sure about it, and only 1 student (3%) who felt that she/he was not confident to write a text through Google Docs.

The statistic analysis of the last item presents that the mean score is 3.89 (SD= 0.932). It means that more than a half students in the class felt more discipline in doing writing task by using Google Docs. In details, there are 19 students (54%) agree with the statement in item 8, 13 students (37%) were not sure whether they were more discipline in doing writing task or not, and 3 students (9%) were disagree that they were more discipline in doing writing task by using Google Docs.

Besides questionnaire, interview was also conducted in order to get more detail information. Eight questions were delivered to eleven students to obtain more information on the students' attitudes toward digital corrective feedback. The interview-based data also showed positive students' attitudes on digital corrective feedback. Most students positively responded every questions on the feedback provision by using Google Docs.

All students (100%) revealed that they like writing English by using digital tool like Google Docs. They enjoyed it because of some reasons which have been summarized from students' response, as follows:

a. It is more practical that classical class;

b. It is easy to be accessed because the students can use mobile phone in writing anytime and anywhere;

c. Teacher can correct it directly;

d. Students can edit and revise their writing easily without reprinting paper or feeling tired as the effect of handwriting;

e. The use of electronic devices makes the students busy, so the class was not noisy;

f. It is comfortable having a class by using electonic devices;

g. For introvert students, it is comfortable to have a class without any direct interaction;

h. Digital learning makes the students updated;

All responses show positive attitudes, but there was a student told that he like it as long as the internet connection was good and easy to be accessed.

Then when they were asked about their thought on writing Factual Report by using Google Docs, following ideas are the students' responses:

a. Group work is the effective way to write a Factual Report text;

b. It makes students easier to find out the facts and information related to certain topic from various resources through internet;

c. It makes students more confident in writing formal text;

d. It encourages students to read more by finding out resources about natural and social phenomena;

Most students conveyed positive opinions, but there was a student thought that using Google Docs is relatively similar with writing a text with handwriting.

Next question is about their feeling on getting corrective feedback from teacher in Google Docs. Four students (36%) felt happy when they got the feedback because they could identify their mistakes and correct their mistakes on writing, so they could improve their writing. Three of them (27%) were shocked at the first time when they found many correction on their text of writing. Two of them (18%) were confused about the feedback, then they asked the teacher for clarification through 'chat' feature in Google Docs and some of them used other apps to ask the teacher for further explanation. One student (9%) expressed that he felt lazy to revise many words crossed out by the teacher. One student (9%) said that his feeling would depend on the feedback he got.

Furhermore, when the participants were asked about the effectiveness of corrective highlights given by teacher on the mistakes of writing, the eleven students gave some opinions, as follows:

a. Highlights are more helpful because psychologically people are more attached than black and white;

b. With highlights student can learn more from the mistakes because they have to find out the correct one;

c. It is understandable because before the writing activity teacher had explained the guidelines of each color of highlights;

d. Students can become independent learners by searching the correct one;

9 (82%) of 11 students said that corrective highlights were effective for improvement of writing, while two students prefered getting feedback explicitly and specifically, so the would know directly the mistakes on their writing.

Nine students (82%) revealed that in revising their text of writing they check the corrective highlight and suggestion given by the teacher, directly revise it based on the feedback given by teacher, and asking the teacher directly for the unclear feedback. While another student (9%) was confused about the feedback given by the teacher and another student (9%) felt confident about his writing, so he would see the mistakes first and if the teacher's feedback was appropriate he would revise it.

When the students were asked about how Google Docs helped them in revising their writing, they stated the following ideas:

a. Using Google Docs makes revising more practical because they just delete and retype, no need to reprint out. It encourages paper less campaign to avoid global warming ;

b. It helps to put references through 'hyperlink';

c. It is safe and easy because the students do not need to save the file manually by clicking 'save' button because Google has saved it automatically;

d. While doing writing task other apps can be used;

e. Utilizing 'suggestion', 'comment', 'highlight', 'translation', and 'spelling' check features to make revision;

Almost all of the students (100%) utilized some features in Google Docs to help them in revising their writing text, even though they did not utilize all features

available in Google Docs. For example, there were only less students who used 'spelling' check to help them writing words.

In case of improvement, most students thought that their writing skills have improved. Most students (73%) said similar tones aboout the improvement of writing in the area of *content.* By building a Factual Report through Google Docs he could expand his knowledge because they could read many resources from internet. While other areas of writing improved are vocabulary and grammar.

In the last question of interview, the students were asked to conclude whether they think that the use of Google Docs as a digital tool is effective in getting feedback on writing text. Most students (73%) responded yes, it is effective, efficient, and practical as long as the internet connection is good and the teacher's feedback is clear and understandable. While other students (27%) thought that oral feedback is clearer that written feedback. Eventhough there are some features allowing them to chat and ask more explanation on the feedback, sometimes when offline they could not communicate through Google Docs, instead of using other apps like social media.

The interview results provide detail explanation that support the results of questionnaire. Both data has shown that overall students have positive attitudes in term of behavioral, cognitive, and emotional aspect toward digital corrective feedback on writing.

4.1.1.2. Teacher's Attitudes toward the Use of Google Docs as Digital Corrective Feedback in Writing Factual Report

To investigate the first research question, the same ways of questionnaire analysis were employed. A close-ended questionnaire called Attitude Likert scale in which the items were partly adapted from the attitude questionnaire test employed in a study by Abidin et al. (2012). Other items were taken from Attitude and Motivation Test Battery (AMTB) designed by Gardner (2004). Furthermore, there were some items based on the researcher's and teacher's experience in online writing class. On the whole, there were 30 items concerning the attitudes in terms of behavioral (10 items), cognitive (10 items), and emotional aspects (10 items). The items were put in a 5-point Likert scale from Level 1: Strongly Disagree to Level 5: Strongly Agree.

Since the participant (N= 1) is the only one English teacher who taught in the class, descriptive statistic, as follows:

Table 4.5. Descriptive Statistics of Teacher's Attitudes toward Digital Corrective Feedback

Teacher's Attitudes	N	Min	Max	Mean
Attitudes on Digital Corrective Feedback	1	4	5	4.60
Behavior Aspect of Attitude	1	4	5	4.30
Cognitive Aspect of Attitude	1	4	5	4.90
Emotion Aspect of Attitude	1	4	5	4.60
Valid N	1			

The data shown in Table 4.5 means that the teacher shows positive attitude. Mostly her answered strongly agree on 18 items (60%) and agree on 12 items

(40%). In details, the descriptive statistics on the behavioral, cognitive, and emotional aspect of attitude will be elaborated in the following discussion.

a. The Behavioral Aspect of Teacher's Attitude towards Digital Corrective Feedback

As shown in table 8, the behavioral aspect of teacher's attitude towards digital corrective feedback represents the mean score of 4.30. Although it is the least mean score compared with the cognitive and emotional aspect of attitude, the teacher participant has shown positive behavioral attitudes. Specifically the following table describes the behavioral aspect of teacher's attitude towards digital corrective feedback.

Table 4.6. Descriptive Statistics of Behavioral Aspect of Teacher's Attitudes toward Digital Corrective Feedback

Item No.	Behavioral Aspect of Attitude (Item)	Min	Max	Mean
1	Saya mengoperasikan fitur-fitur pada *Google Docs* dengan baik dalam memberikan *feedback* kepada siswa.	4	4	4
2	Saya mengarahkan siswa untuk menulis *Factual Report* pada *Google Docs* sesuai dengan struktur dan ciri-ciri kebahasaannya.	5	5	5
3	Saya mengarahkan siswa untuk mengikuti tahapan menulis (*drafting, writing, & revising*) dengan lebih mudah menggunakan *Google Docs*.	4	4	4
4	Saya menyarankan siswa untuk memanfaatkan fitur *chat* dan *comment* untuk bertanya pada guru atau teman.	4	4	4

5	Saya merespon pertanyaan siswa melalui fitur *chat/comment* dalam *Google Docs*.	4	4	4
6	Saya menyarankan siswa untuk memanfaatkan fitur *spelling* untuk mengoreksi pengejaan yang salah.	4	4	4
7	Saya memberikan koreksi pada tulisan siswa dengan menggunakan fitur *suggesting/comment* pada setiap kesalahan terkait *content* dan *text organization*.	5	5	5
8	Saya memberikan koreksi pada tulisan siswa dengan tanda warna (*highlights*) pada setiap kesalahan terkait *language/ grammar*, *vocabulary,* dan *mechanics*.	5	5	5
9	Saya langsung memberikan *feedback* pada tulisan siswa yang diberikan (*share*) melalui *Google Docs*.	4	4	4
10	Saya mengembalikan tugas menulis siswa yang sudah dikoreksi dengan tepat waktu.	4	4	4

As the data shown in Table 4.6, item 1 examining the teacher's behavior on operating the features available in Google Docs to give feedback on the students' writing. The teacher responded the item 1 positively. Furthermore, she responded the next items about the utilizing of Google Docs features positively. She agreed that she suggested the students to use 'chat' or 'comment' to facilitate them in asking questions to her (item 4) and also she confessed that she responded the students' question by using the'chat'or 'comment' feature (item 5). In addition, the teacher also suggested the students to make use 'spelling' to check the spelling errors they made on writing (item 6). She gave feedback on the students' writing by using 'suggesting' or 'comment' feature on every mistake related to content and text organization (item 7). While on the mistakes related to

language/ grammar, vocabulary, and mechanics she used 'highlights' feature (item 8).

Next, the teacher strongly agreed to the item 2 in which she directed the students to write Factual Report in Google Docs based on its generic structure and generic features. She also directed the students to follow the stages of writing (drafting, writing, & revising) easily by using Google Docs. It is reflected in the response of item 3. Then she directly gave feedback shared by the students through Google Docs (item 9). So, she could turn the students' writing back on time (item 10).

b. The Cognitive Aspect of Teacher's Attitude towards Digital Corrective Feedback

As shown in table 8, the cognitive aspect of teacher's attitude towards digital corrective feedback represents the highest mean score (4.90) compared with the behavioral and emotional aspect of attitude. The mean score revealed that the teacher participant has shown positive cognitive attitudes. Specifically the following table describes the cognitive aspect of teacher's attitude towards digital corrective feedback.

Table 4.7. Descriptive Statistics of Cognitive Aspect of Teacher's Attitudes toward Digital Corrective Feedback

Item No.	Cognitive Aspect of Attitude (Item)	Min	Max	Mean
1	Saya memahami langkah-langkah pemberian *feedback* melalui *Google Docs*.	4	4	4
2	Saya mampu memusatkan perhatian siswa dalam kelas menulis dengan *Google Docs*.	5	5	5
3	Saya menjadi lebih kreatif dalam pemberian *feedback* dengan memanfaatkan *Google Docs*.	5	5	5
4	Saya mampu menerapkan tahapan menulis (*drafting, writing, & revising*) dengan menggunakan *Google Docs*.	5	5	5
5	Saya mampu memberikan *feedback* terkait isi *(content)*.	5	5	5
6	Saya mampu memberikan *feedback* terkait struktur teks *(text organization)*.	5	5	5
7	Saya mampu memberikan *feedback* terkait *Grammar*.	5	5	5
8	Saya mampu memberikan *feedback* terkait kosakata *(Vocabulary)*.	5	5	5
9	Saya mampu memberikan *feedback* terkait *mechanics* (*punctuation, paragraphing, spelling,* dan *capitalization*).	5	5	5
10	Dengan *Google Docs* saya mampu meningkatkan kualitas *feedback* yang saya berikan.	5	5	5

As the data shown in Table 10, item 1 examines whether the teacher masters the steps on using Google Docs to conduct writing class. The teachers responded positively. She could follow the steps on using Google Docs in teaching writing. Item 2 determines that the teacher was able to make the students paying attention to the materials discussed in the writing class. The teacher's

response in item 3 shows that teacher strongly agreed that she becomes more creative in giving feedback by using Google Docs.

In the item 4 the teacher revealed that she was able to conduct teh stages of writing namely, drafting, writing, & revising by utilizing Google Docs. Furthermore, in the item 5 she stated that she was able to give feedback in relation to the content of Factual Report. She was also able to give feedback in the area of text organization (generic structure) of factual report (item 6), grammar (item 7), vocabulary (item 8), mechanics of writing (item 9), and in the last item (item 10) it is revealed that she was able to improve the feedback given to the students.

c. **The Emotional Aspect of Teacher's Attitude towards Digital Corrective Feedback**

As shown in table 8, the emotional aspect of teacher's attitude towards digital corrective feedback represents the mean score of 4.60. The mean score revealed that the teacher participant has shown positive emotional attitudes. Specifically the following table describes the emotional aspect of teacher's attitude towards digital corrective feedback.

Table 4.8. Descriptive Statistics of Emotional Aspect of Teacher's Attitudes toward Digital Corrective Feedback

Item No.	Emotional Aspect of Attitude (Item)	Min	Max	Mean
1	Saya tertarik menggunakan *Google Docs* dalam kelas menulis *Factual Report*.	5	5	5
2	Saya antusias memberikan *feedback* pada tulisan siswa melalui *Google Docs*.	5	5	5

3	Saya lebih nyaman memberikan *feedback* pada tulisan siswa melalui *Google Docs*.	5	5	5
4	Saya merasa lebih mudah mengoreksi tulisan siswa dengan memberi tanda warna (*highlights*) pada setiap kesalahan terkait *language/grammar*, *vocabulary*, dan *mechanics*.	5	5	5
5	Saya menjadi lebih mudah mengatur waktu dalam mengoreksi tugas-tugas menulis siswa dengan *Google Docs*.	4	4	4
6	Saya merasa bangga atas hasil revisi tulisan siswa dengan Google Docs.	4	4	4
7	Saya puas dengan hasil revisi tulisan siswa dengan menggunakan *Google Docs*.	4	4	4
8	Saya merasa pemberian feedback pada tulisan siswa lebih efisien dengan menggunakan *Google Docs*.	4	4	4
9	Saya merasa pemberian *feedback* melalui *Google Docs* berperan penting dalam meningkatkan kualitas tulisan siswa.	5	5	5
10	Saya merasa kualitas tulisan siswa meningkat dengan pemberian *digital feedback*.	5	5	5

As the data shown in Table 11, item 1 examines the teacher's interest toward Google Docs in teaching writing Factual Report. The teacher strongly agreed to the statement meaning that she was interested to use Google Docs in teaching Factual Report. The teacher's response in the item 2 and 3 also shows that she was enthusiastic in giving feedback on the students' writing and she felt comfortable working out to correct students' mistakes through Google Docs.

Next, in the item 4 she revealed that she felt easier to correct students' text of writing by highlighting every mistake related to language/grammar,

vocabulary, dan mechanics. She also felt easy to manage her time in the work of correction (item 5). Then, she was proud of the result of students' writing (item 6) and satisfied on the result of writing (item 7). Furthermore, she thought that giving feedback through Google Docs was more efficient than not using digital tool (item 8). She also felt that giving feedback through Google Docs plays important role in improving the students' writing quality (item 9). The last item determines the teacher's feeling about the improvement of students' writing. She strongly agreed that from the digital feedback provision the students' writing quality has improved.

From the interview more information is obtained. Teacher was asked in eight questions. She prefered to use Bahasa Indonesia because she wanted to intensively deliver her intention without any misunderstanding. Firstly the teacher was asked about her preference on teaching writing by using digital tools like Google Docs. She likes teaching with Google Docs because it is innovative, practical, and efficient.

Secondly, when she was asked about her opinion on teaching Factual Report by using Google Docs, she responded positively. She likes teaching writing by using Google Docs because students can broaden their knowledge by searching more references which are strongly needed in building a Factual Report. In addition, she can direct students to have the stages of writing like drafting, writing, and revising. The last reason but not the least she stated that she can give feedback on the students' writing easily, eventhough their writing have not finished yet.

Thirdly, the teacher was asked about her feeling when she gave feedback to students, she felt happy because she could let them know about the mistakes they made on their text of writing. She further explained that the common mistakes appeared were vocabulary, gramma, and paragraphing or mechanics. While in the content area most students have made it well.

Fourthly, the teacher was asked about the effectiveness of using highlights to give feedback. She regarded it was very effective because it is colorful, sothe students could easily find out the mistakes and directly correct them. It was also understandable because in the beginnning of class she had given the guidelines about the corrective highlights.

In the fifth question the teacher explained how she gave feedback in Google Docs. Firstly she saw the content. She edited the structure of Factual Report and tried to avoid plagiarism by checking the hyperlink included by students in almost every paragraph. When the ideas were clear, she continued to check the grammar. She highlighted every error word or phrase, even senetence based on the color guidelines that she has made. Then, by using 'comment' feature she explained more about the mistakes to the students. If necessary she used 'chat' feature to ask for clarification or give responses on students' question.

The sixth question is in what way Google Docs can assist teacher's work in giving feedback? The teacher elaborated that Google Docs is an innovation in her class of writing. the features available in the Google Docs, such as 'comment', 'highlight', 'suggesting/editing/viewing', 'chat', etc. have helped her in giving feedback on students' text of writing. Previously the writing class without digital

tool like Google Docs was so boring for students. They were not interested and felt lazy to build paragraphs.

In the seventh question the teacher responded that the students'writing quality seems improved in terms of vocabulary and content. It is because they could search more information as references to gain ideas, definition, and description related to certain topic of Factual Report. The paraphrasing skill was also improved because they were forced to avoid plagiarism. While in terms of language use like grammar it seems there was no any significant improvement.

The last question determined the effectiveness of Google Docs in giving feedback to students. The teacher revealed that it was so effective because the teacher could easily determine the originality of students' text of writing rather than in the common way, teaching writing without digital tool. In addition, she could correct the students' writing based on the elements of writing, such as the vocabulary, language use, mechanics, ideas, etc effectively and efficiently.

From the responses delivered by the teacher, it can be concluded that teacher shows positive perceptions and attitudes toward the use of digital tool like Google Docs in teaching writing Factual Report. She uses the tool as an innovation in her class of writing. Positive atmosphere can be built in her writing class.

4.1.2 How is the Process of Corrective Feedback Provision through Google Docs as A Digital Tool in Writing Factual Report?

An observation was conducted to investigate the second Research Question. It was conducted in three times since May 2 to May 10, 2017 in the class XI Science 1. The researcher took the role as a non-participant observer who observed how digital corrective feedback take place. It focused on the process in which the teacher gave the feedback and the students received the feedback and investigate how the students' attitudes cope with digital feedback in writing class. This technique was used to answer the research question number 2, namely "How is the process of corrective feedback provision through Google Docs as a digital tool in writing Factual Report?" based on the observational protocol or field notes (see Apendix I).

In the first meeting, on Wednesday, May 3, 2017 the English teacher started the lesson with du'a and checked the students' attendance. Thirty students attended the class and five other students were absent. Then she continued to explain the objective of study on the day. They were going to learn about Factual Report.

Next the teacher recalled the students' understanding about descriptive and explanation texts that they have learned in the previous class. There were some students asked about the differentiation of descriptive, explanation, and factual report texts. The teacher then explained about it. Obviously students were active in asking questions and the teacher tried to answer all the questions.

Then teacher presented the materials on Factual Report. She explained about the purpose, generic structure, generic features, as well as the examples of Factual Report through power point slides. After that she made the class into twelve groups. Each grous consisted of two till three students. Each group had to analyze all the components of factual report, such as the title, purpose, structure, and features of factual report text. During this activity many questions posted by students to the teacher. Next each group presented the analysis result in front the class. The teacher gave feedback and appreciation to the group of students who had presented the text analysis. In the end of lesson, all groups of students were asked to bring their laptop or mobile phone to have an online class in the following meeting. They looked enthusiastic to hear that.

In the seond meeting, on Thursday, May 4, 2017. There were twenty nine students attending the class and other six students were absent. In the meeting the teacher gave instructions on using Google Docs by using Google Slides on LCD proyektor. The teacher let all students sat in groups that had been made in the previous meeting. There were two groups had trouble with their laptop. They coul not connect their laptop with wifi connection. The teacher assisted them to handle the trouble and log in to Google Docs.

Next students in group started to write a draft based on the topic they got from the teacher. There were some groups found difficulties in drafting. They did not know what should be written in the part of identification consisting descriptions. It seemed they asked the teacher about it. After the draft of writing was done every group shared it to the teacher by inputting the teacher's email. The

teacher gave feedback on the students' draft of writing. She adjusted the draft with the structure of factual report and screened the content would be. The groups that had received the feedback and approval could continue writing a short factual report text. Because the time was up, only some groups could shared their writing to teachers. So, the teacher asked other groups to share their writing outside the class. In the end of class the teacher informed that in the following meeting they would have individual writing test, so every student sould bring their own laptop or mobile phone.

In the third meeting, on Wednesday, May 10, 2017. Thirty three students attended the class and other two students were absent. Teacher checked the wifi connection and ensured that all students' laptop or mobile phone were connected to wifi. Then teacher gave instructions on having writing test. Every student may choose one of topics provided by the students. Then they logged in to Google Docs, made a new document, and renamed it based on the isntruction. After everything was clear they could start to write a factual report text.

In writing individually the class seemed more quiet and every student looked focus on their own writing. Sometimes it was observed that some students asked the teacher about paragraphs and Google Docs. The teacher supervised them by visiting their table one by one. While writing the draft and paragraphs there were some students whoc asked the teacher through 'chat' room in Google Docs, but there were some students also asked the teacher orally not through Google Docs.

The teacher let the students to make use every feature available in Google Docs to facilitate them in writing factual report. They could use 'translate', 'spelling check', 'highlights', or download pictures and some resources for their writing text. To avoid plagiarism the teacher asked the students to include or insert the references they used through 'hyperlink'. In addition the students might use 'chat' and 'comment' for collaborating with their friend and teacher.

In giving feedback firstly teacher corrected the students' draft whether it was accordance with the generic structure of factual report. Then she examined whether the contents were logically ordered. When the draft was okay she gave approval to the students and they could continue writing it into paragraphs. In correcting students's paragraphs, the teacher used corrective highlight with color codes, so the teacher did not need to explain every feedback that she gave and it would let the stduents become independent learners. In the beginning of class she conveyed the guidelines on corrective feedback. To make it clearer teacher gave comment on the right side of document in Google Docs and students could repond on it.

At the time students looked working with their writing and teacher looked working with her corrections. Both teacher and students were busy with their laptop. Every student looked working seriously and calmly because they had to catch the time. After two hour of lesson time most students could finish their work, but there were some students could not finish it. So, the teacher gave additional time to them for doing the writing outside classroom.

4.1.3 How is the Students' Writing Quality on Factual Report through Digital Corrective Feedback?

The students' writing of factual report paragraphs (see Appendix J) were collected for the purpose of assessing the quality of writing to answer the research question number 3, namely "How does students' attitudes in receiving digital feedback influence the development of their writing quality?" The method used was an analysis of a small sample of student texts. The focus was to analyse what kind of feedback the teachers gave to these texts, how the students responded to it and if the feedback resulted in a development in the students' writing, namely whether the texts quality developed during the process of writing.

The students' writing quality was assessed based on five elements of writing, among other things, content, organization, language use, vocabulary, and mechanics by using Writing assessment Rubric of ESL Composition Profile (Jacobs *et al,* 1981, in Weigle, 2002; Boardman & Frydenberg, 2002) (Appendix K). The assessment of writing was conducted in three times, the first writing was held in the classrom while the second and third writing were held outside the classrom.

Some sections in student texts were analysed through the stages of writing, namely pre-writing, writing, and revision. The complete texts that have been completely revised can be found in Appendix H. The texts were randomly chosen and they happen to be texts of both a high achieving and a low achieving student.

A. Writing Class Procedure

Initially teacher presented the materials on Factual Report, among other things, the purpose, the generic structure and generic features, as well as the examples of Factual Report text. Then, she conducted writing class by using Google Docs. She gave instructions on writing Factual Report in three stages, namely pre-writing, writing, and revising.

Furthermore, she gave instructions on writing the Factual Report text, as follows:

1. Log in to www.docs.google.com with your account;

2. Create a new document

3. Choose one of the following topics:

   Social phenomena: smartphone, vape, Instagram

   Natural phenomena: thunder, landslide, eclipse.

4. Rename your document with (class_full name_topic)

5. Make a draft of writing based on the generic structure of Factual Report

6. Make a full paragraph + picture + hyperlink (min. 3 paragraphs)

7. Revise your writing text based on the teacher's feedback and following corrective highlights:

   Purple: Punctuation   Orange: Subject-verb agreement

   Blue: Capitalization   Yellow: Misspelling/ Vocabulary error

   Green: Verb tenses

B. Students' Text of Writing

1. First Writing

In the first writing students worked individually in the classroom to write a Factual Report by choosing one of the following topics:

1. Social Phenomena (*Smartphone, Vape, or Instagram*), or

2. Natural Pehomena (*Thunder, Landslide, or Eclipse*).

2. Second Writing

The second writing was conducted in the same procedure with the first writing but it was accomplished by students outside the classroom as a writing task. The stages of writing were also implemented. The topics of writing they could choose were one of each number below:

1. Social phenomena: Hoax, Meme, or K-Pop, or
2. Natural phenomena: Supernova, Black Hole, or Lightning

3. Third Writing

The third writing was conducted in the same procedure with the first and second writing but it was accomplished by students outside the classroom as a writing task. The stages of writing were also implemented. The topics of writing they could choose were one of each number below:

1. Social phenomena: Hoax, Meme, or K-Pop, or
2. Natural phenomena: Supernova, Black Hole, or Lightning

Student A

1st *Writing*

a. Pre-writing

In pre-writing activity all students individually were asked to make a draft of writing. Here is sample of students' draft of Factual Report.
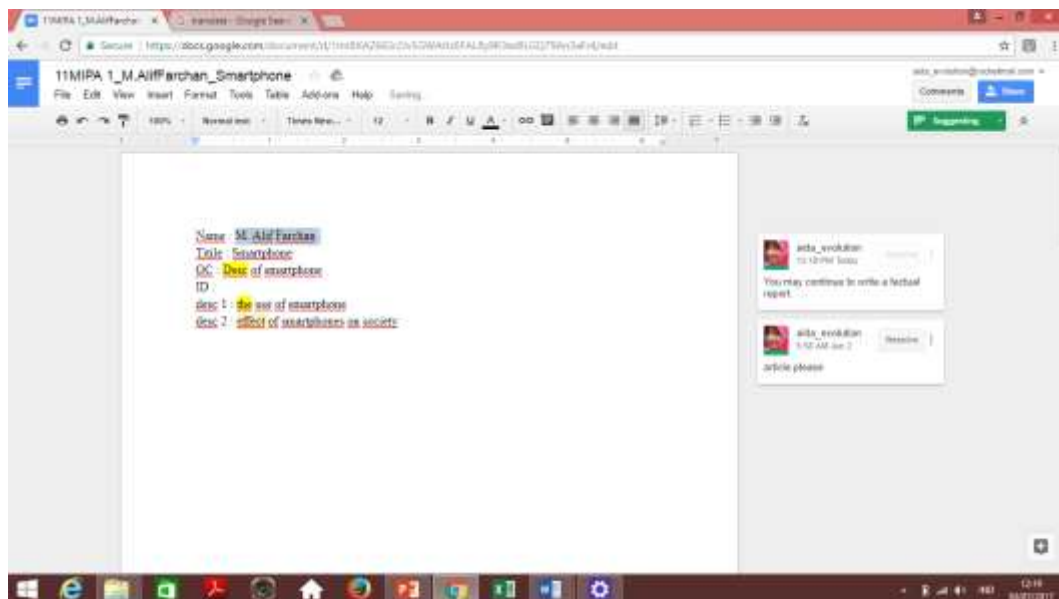
The draft of writing entitled 'Smartphone' shows that the student received feedback from his teacher on the use of article. The teacher used 'comment' feature to type "the". The corrcetion is also about plural form "effects" rather than "effect". There is no any mistake in content issue. Then, the teacher allowed him to continue his writing on 'Smartphone'.

b. Writing
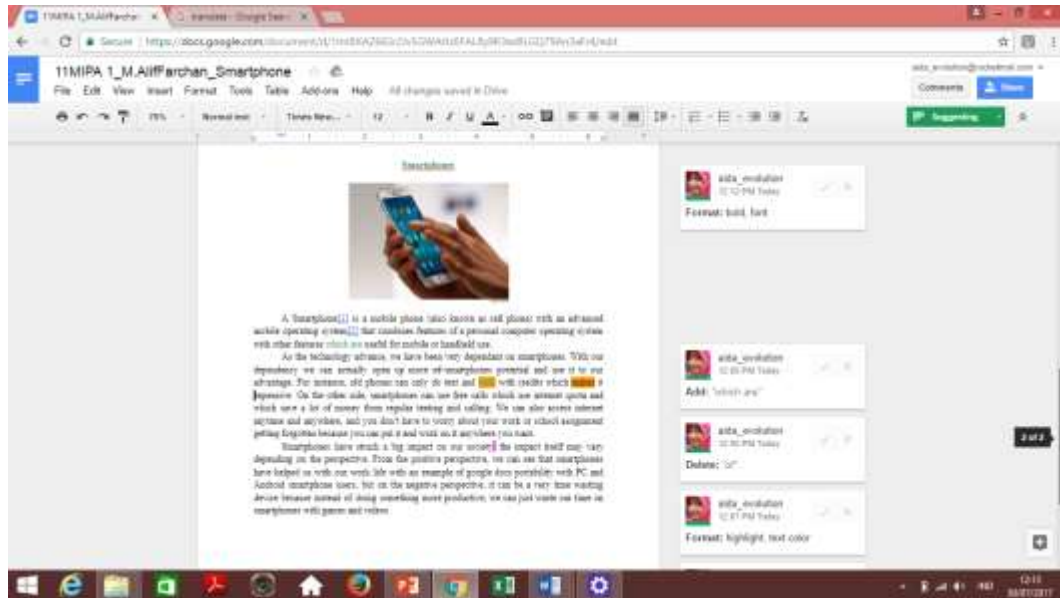
In writing Factual Report Student A has followed the ideas based on the draft of writing. However, there were some corrections from his teacher.

Firstly, the teacher edited the sentence that should have adjective clause,

> *A Smartphone [1] is a mobile phone (also known as cell phone) with an advanced mobile operating system[2] that combines features of a personal computer operating system with other features which are useful for mobile or handheld use.*

Secondly, the teacher marked the 'calls' and 'makes' in sentence with orange highlight meaning that it is the mistake related to language use (subject-verb agreement), as follows

> *For instance, old phones can only do text and calls with credits which makes it expensive.*

Fourthly, on the punctuation issue, The teacher marked the comma with purple highlight menaing to punctuation error.

> *Smartphones have struck a big impact on our society, the impact itself may vary depending on the perspective".*

c. Revising

   After Student A revised all the things suggested by the teacher, here is the final writing text. He revised all mistakes based on teacher's suggestions. Finally he got 83 as the score of first writing.

2ⁿᵈ Writing

a. Pre-Writing
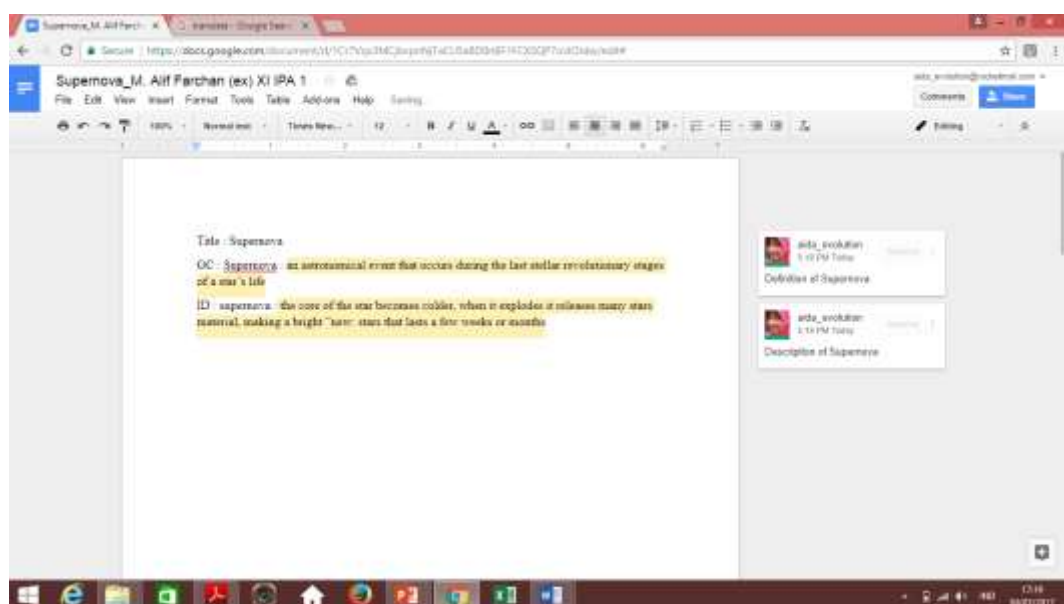
Student A has chosen 'Supernova' as the topic discussion in the second writing. On the draft of writing student A received feedback on the phrasing of general classification and indentification part. The teacher suggested it becomes "Definition of Supernova" and "Description of Supernova".

b. Writing

In second writing of Factual Report student A has made progress in paragraphing. Eventhough, he did not include hyperlink he could include the

references into the paragraphs. However, he still received feedback on the use of conjunctions, plural form, and capitalization.

c. Revising

Student A has revised all mistakes in terms of punctuation and conjunctions based on the teacher's feedback. Then he got 85 as the score of second writing.

3ʳᵈ Writing

a. Pre-Writing
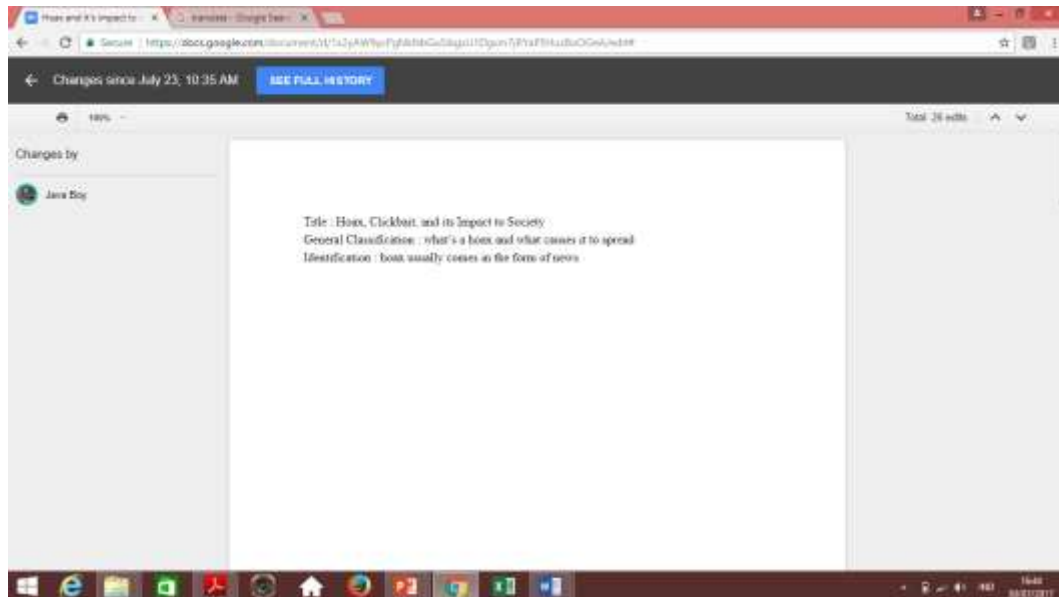
      As the third writing student A chose 'Hoax' as the topic discussion of his writing. In the draft of writing he did not receive any feedback from the teacher in all areas of writing. It means all components of Factual Report have been reflected in the draft of writing.

b. Writing

From the text produced by Student A it can be seen that the teacher focused on giving feedback of writing the language use (grammar), like the subject-verb agreement, the use of adverb, pronouns, etc., as follows:

People tends to think that hoax only happens and shared because people already read the whole article, but no.

... nowadays people need everything instantly from instant noodles to instant news, but not only that but clicks in internet creates money for the news outlet...

...for example like where does it come from, where did the person who share this gets its source...

C. Revising
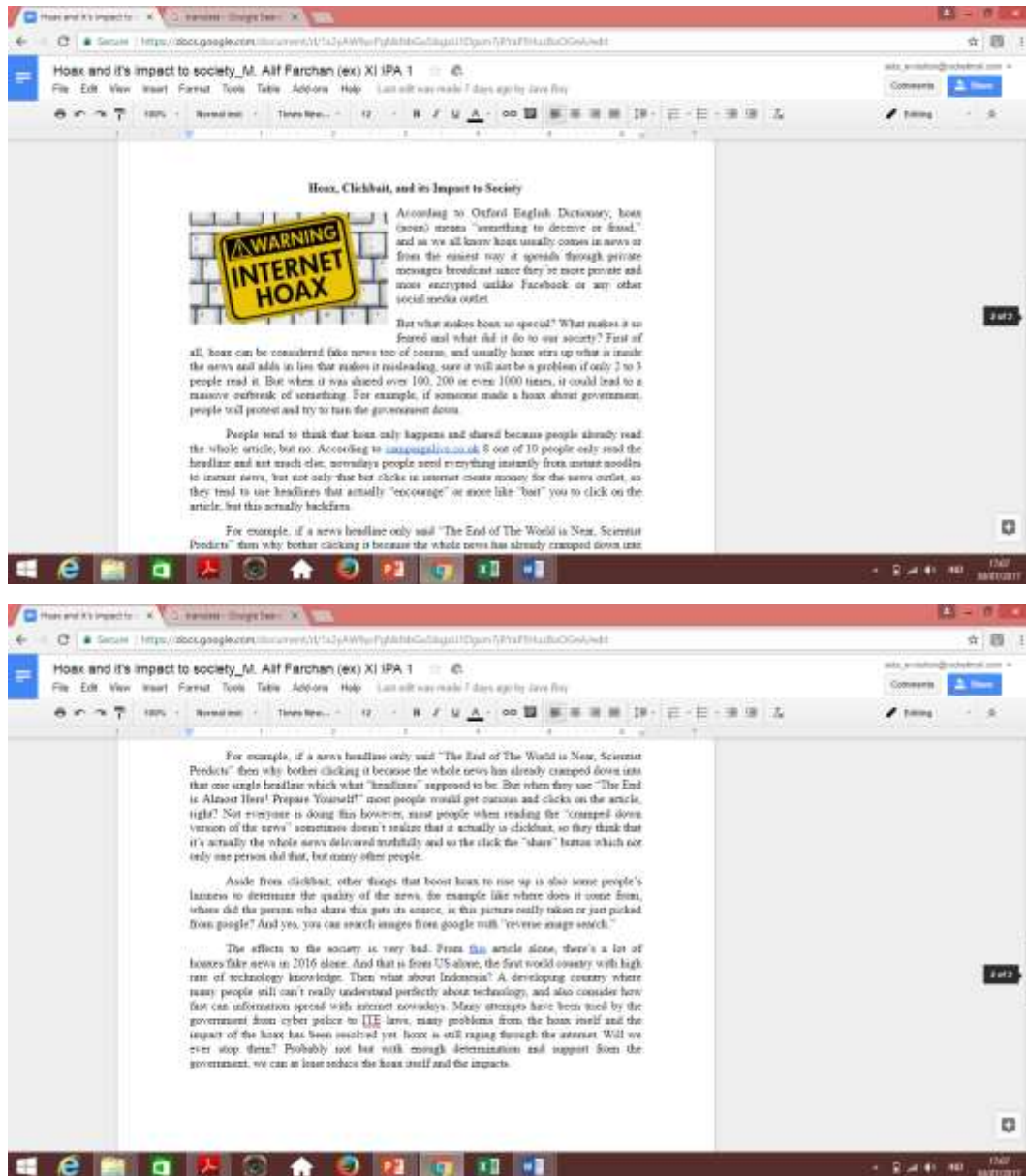
Student A has made all changes on the correction based on teacher's feedback. It seems that student A has made progress in term of ideas or content, because there is no any feedback on content. The feedback only focuses on the language use. Finally he got 95 as the score on the third writing text.

Student B

1ˢᵗ Writing

a. Pre-Writing

Student still seemed confused in making draft. The teacher corrected by telling the student to make phrase, not a sentence for general classification and identification as the structure of Factual Report. Here is the revision of draft:
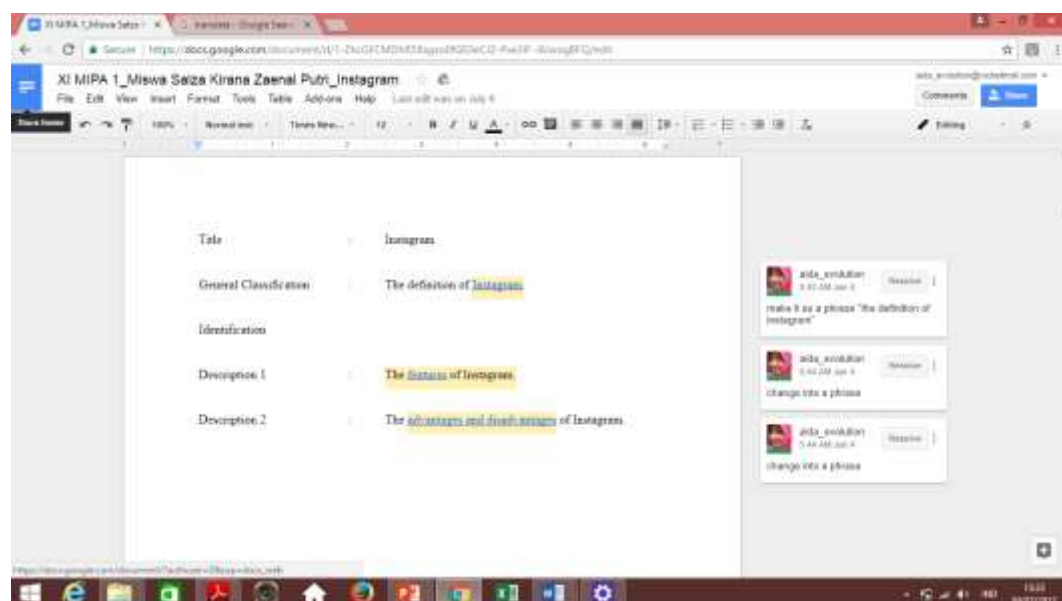
b. Writing
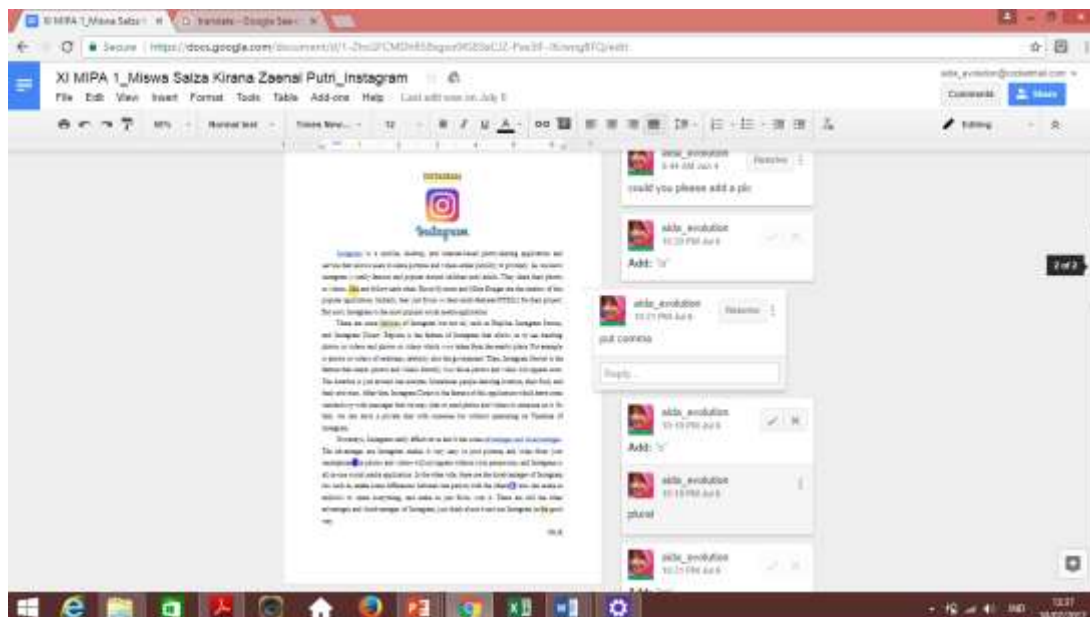
After getting feedback on the draft student B could continue her writing into paragraphs entitled 'Instagram'. Then, she received some feedback from the teacher in the areas of mechanics of writing covering punctuation,

> *They share their photos or videos, like and follow each other. Kevin Systrom and Mike Krieger are the creators of this popular application.*

language use such in term of plural form,

> *Kevin Systrom and Mike Krieger are the creators of this popular application.*

Language use in term of preposition,

> *Initially, they just focus on their multi-featured HTML5 for their project. But now, Instagram is the most popular social media application.*

Language use in term of subject-verb agreement and conjunction,

> *Then, Instagram Stories is the feature that shares photos and videos directly, then those photos and video will appear soon.*

Language use in term of verb tenses

The duration is just around one minutes. Sometimes people share~~ing~~ location, their food, and their activities.

The teacher gave feedback on the areas of language use such as punctuation, subject-verb agreement with corrective highlights while on the area of conjunction, preposition, and verb tenses the teacher gave directly the proper words by crossing out the word. Besides all the corrections student B was asked to include more references for her writing.

c. Revising

Student B has revised all corrections given by the teacher. She shows positive responses towards the teacher's feedback. Then she got 72 as the score of first writing.

2nd Writing

a. Pre-Writing

In writing draft student B has shown progress. The only feedback received

was about the term 'General Classification' instead of 'Introduction'.

b. Writing

Student B still made some mistakes on language use, like passive voice, and the preposition of 'as' and 'of'. The feedback received was only focused on the language use rather than content. Based on the feedback she also needed to include references or hyperlink to complete her factual report.

c. Revising

Student B made revision on all areas of mistakes based on corrections given by the teacher. Then she got 86 as the score of second writing.

3rd Writing

a. Pre-writing
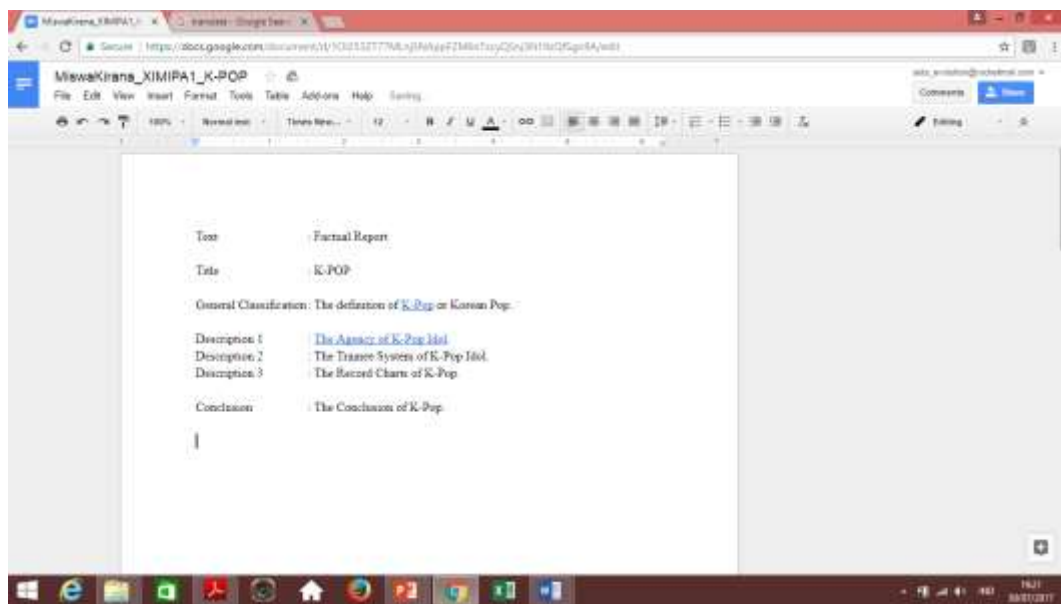
Student B chose 'K-Pop' as the topic discussion on the third writing. She has made progress in drafting. She did not receive any corrective feedback from the teacher.
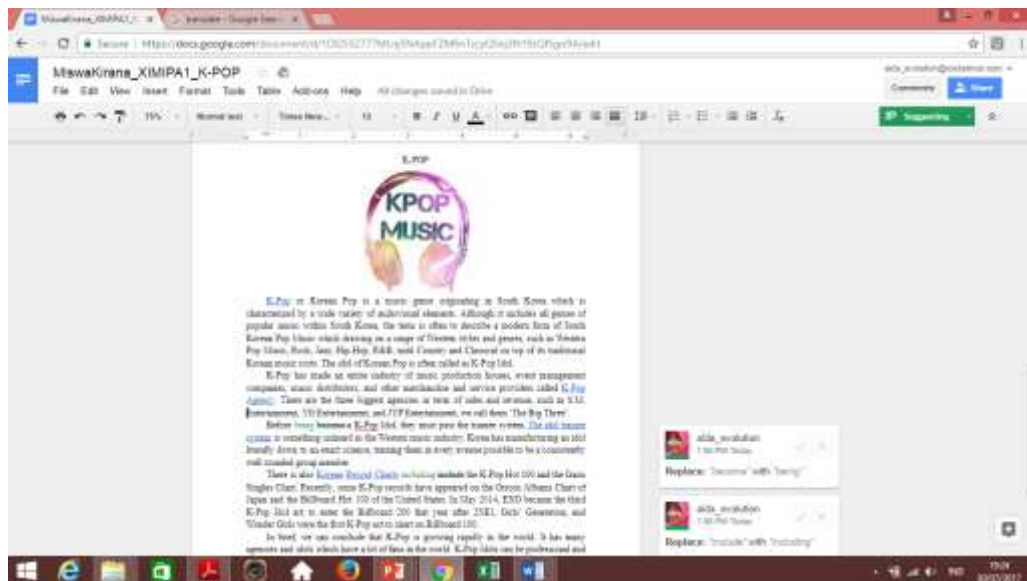
b.Writing

Student B received feedback on the language use about the use of verb-ing. In addition she has better progress than in the previous writing. She was able to include various references to collect definition of K-Pop and some facts to build a report text.

c. Revising

Student B has revised all errors based on the feedback given by the teacher. Finally she got 95 on the third writing text.

Student C

1ˢᵗ Writing

a. Pre-Writing

In the draft student C has made approriate content. The problem was only about the plural form of 'effect'. The teacher suggested "the effects of eclipse".

b.Writing
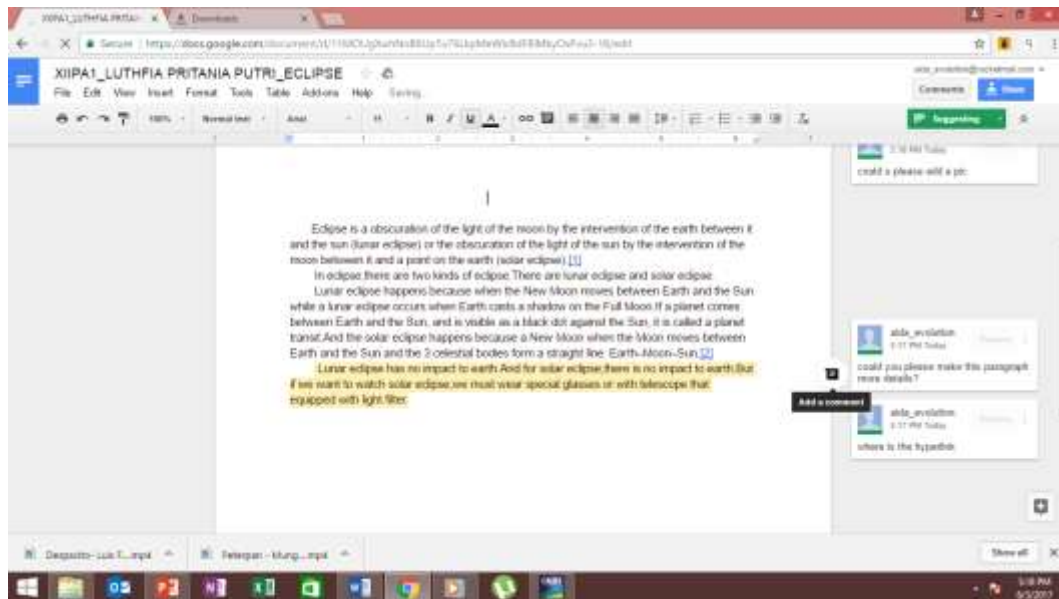
The teacher gave feedback in some areas, mostly in the area of content, such as she ordered Student C to insert a picture by saying "*Could you please add a pic!*" and then she also asked Student C to make the last paragraph more details. Next, she asked the student C to include hyperlink as the references of her writing.

c. Revising
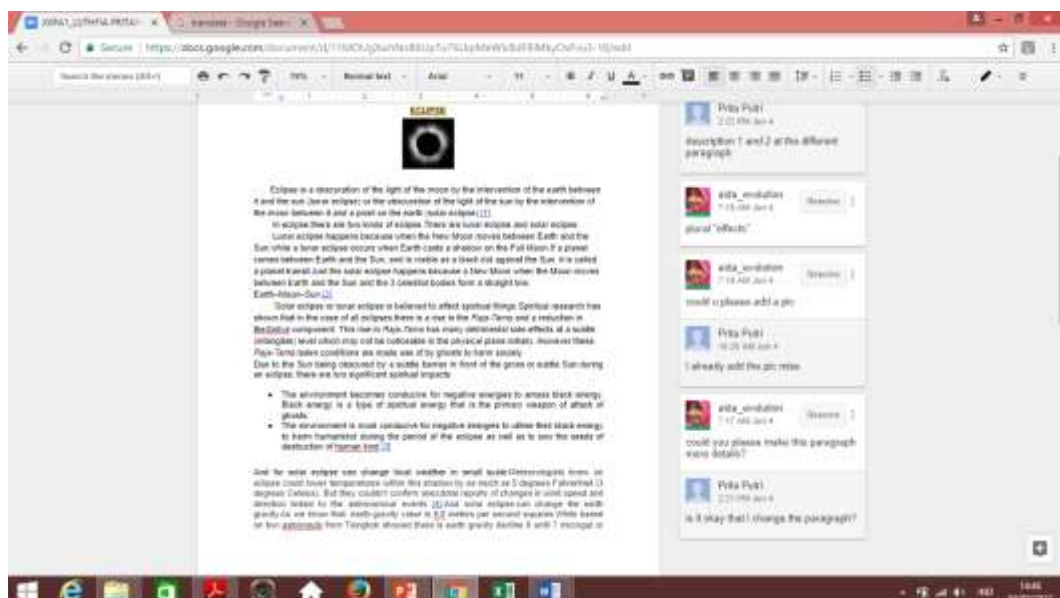
That is Student C's final text of Factual Report. She shows positive responses towards the teacher's feedback. She corrected all mistakes and included hyperlink as requested by the teacher, as well as inserted the picture of eclipse. Then she got 78 as the score of first writing.

2nd Writing

a. Pre-Writing
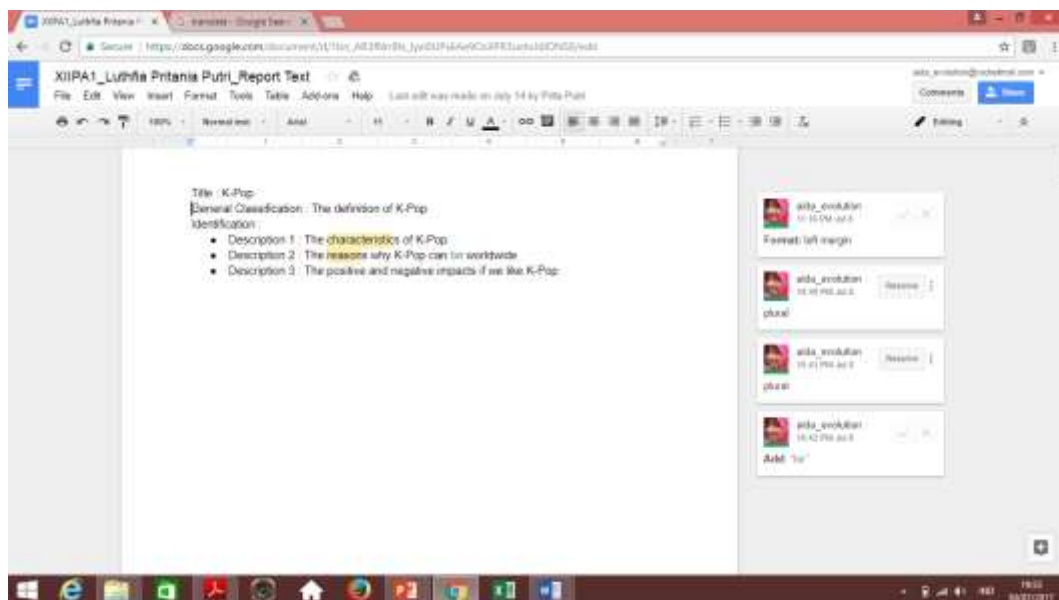
Student C has chosen 'K-Pop' as the topic of writing. She received corrective feedback on the plural form of 'characteristic' and 'reason'.

b. Writing

As the shown in the writing text Student C received feedback on the mechanics of writing namely paragraphing and some grammar matters such as plural form and pronouns. It is much more better than the previous writing.

c. Revising

From the revision it is clearly seen that student C has revised every single correction well. She corrected the mistakes based on the teacher's feedback. Thus, she got 82 as the score of second writing.

3rd Writing

a. Pre-Writing

Student C has chosen 'Supernova' as the topic of writing. She has written the draft based on the generic structure of Factual Report, but she still got corrective feedback, namely she needed to revise 'type' into plural form 'types'.
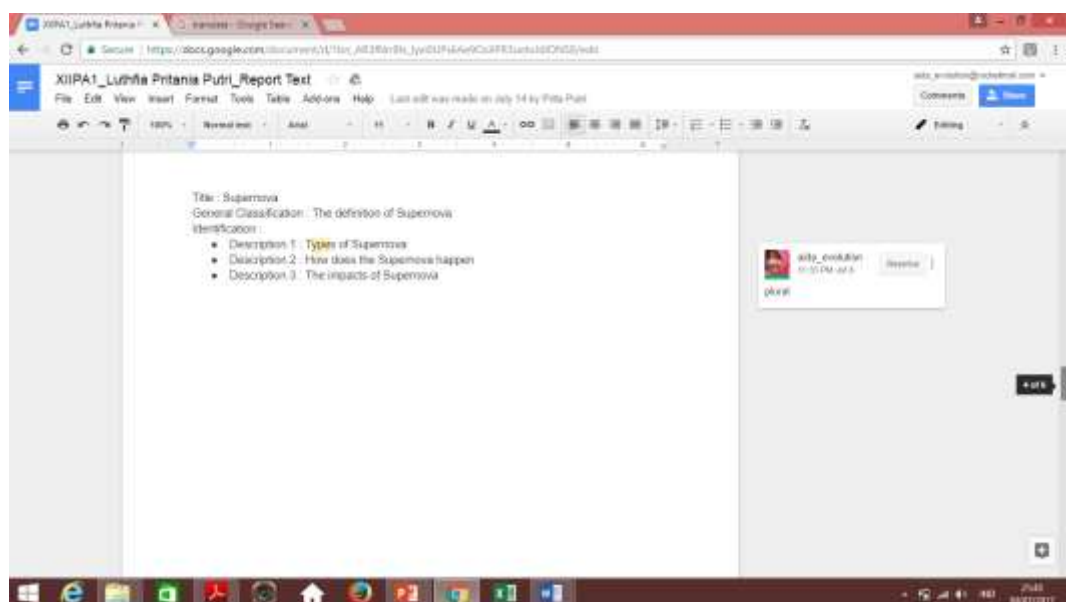
b. Writing

From the writing text above it is reflected that student C still has a problem in determining singular and plural form of nouns, such as:

This supernova explosion because so incredible enormity, it will cause some impacts or effects

and also subject-verb agreement, such as:

Hipernova Supernovae of this type releases enormous energy when exploded.

c. Revising

Student C has changed all the corrections suggested by the teacher. She has shown good progress of writing. All ideas were based on facts. She has included all references into the paragraphs. Finally she got 87 as the score of third writing.

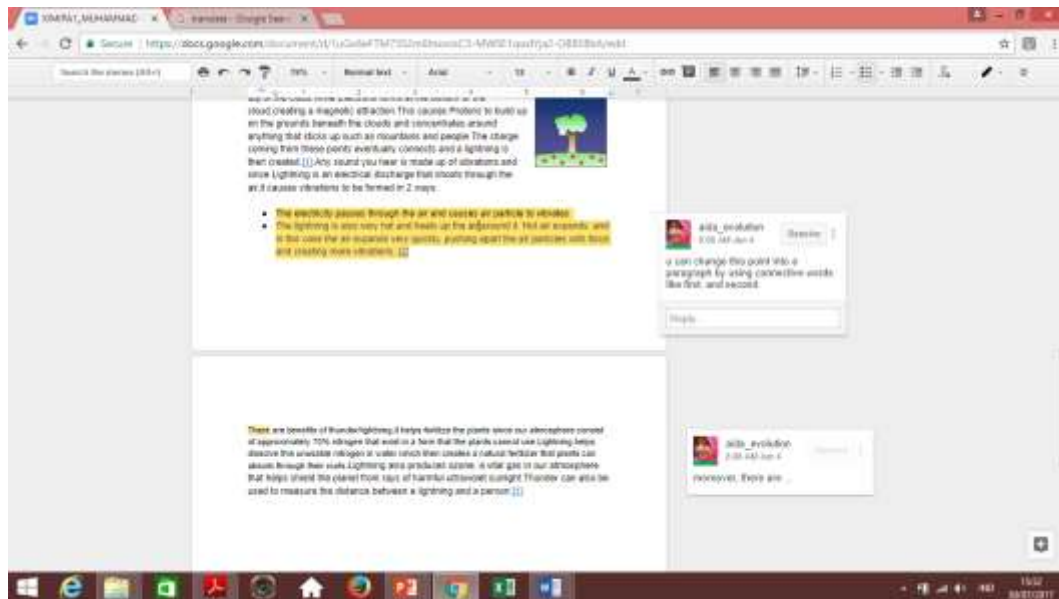**Student D**

1st Writing

a. Pre-writing
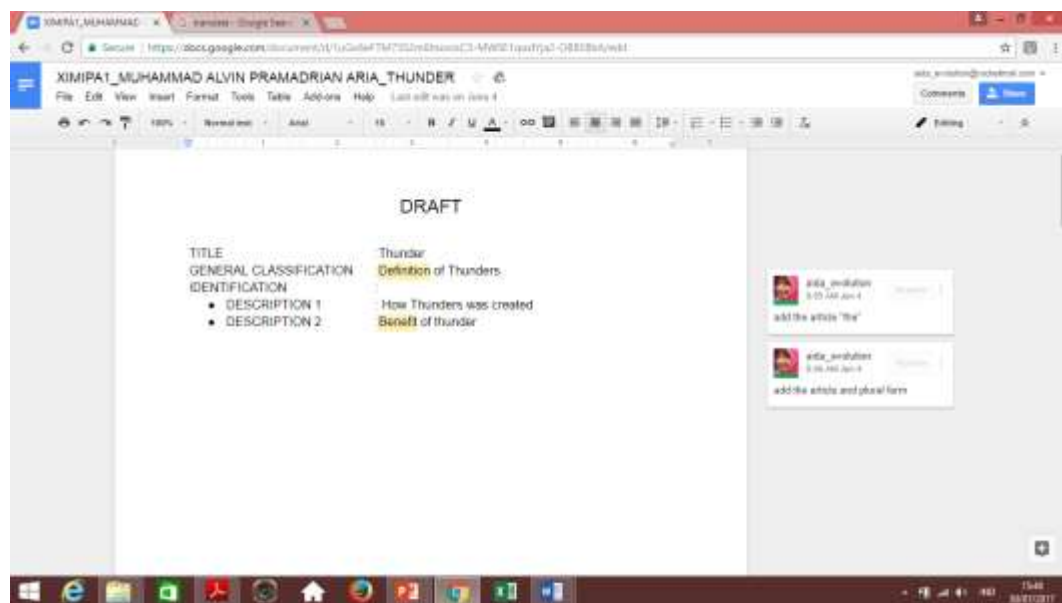
Student D has made good draft in term of content, but there were two comments on the use of article 'the' suggested by the teacher.

b. Writing
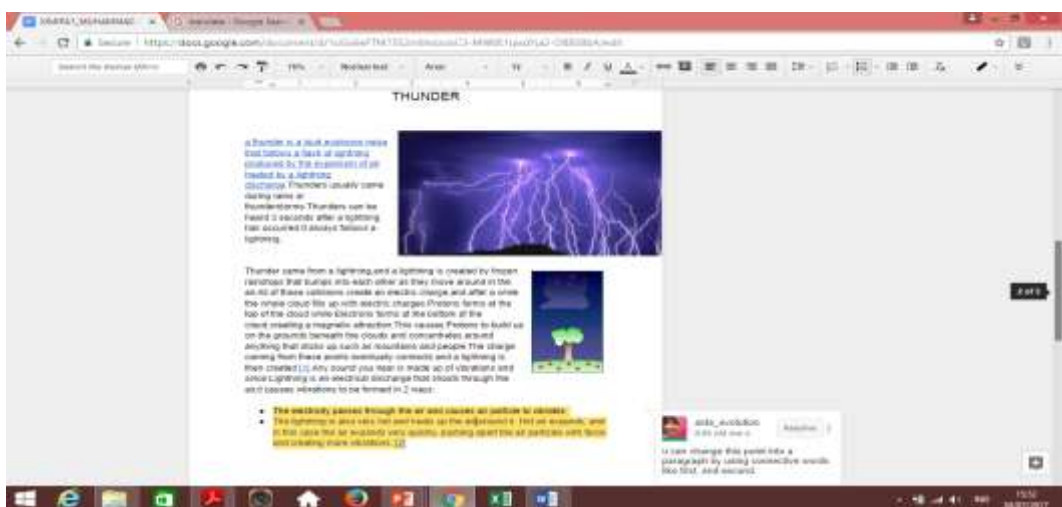
From the pictures above it can be seen that Student D did not make many mistakes in his writing. He just had a problem in the text organization. As requested by the teacher he needed to rephrase points of ideas into sequencing paragraphs by using connective words. Based on the feedback, he also needed to add conjunction 'moreover' in the last paragraph.
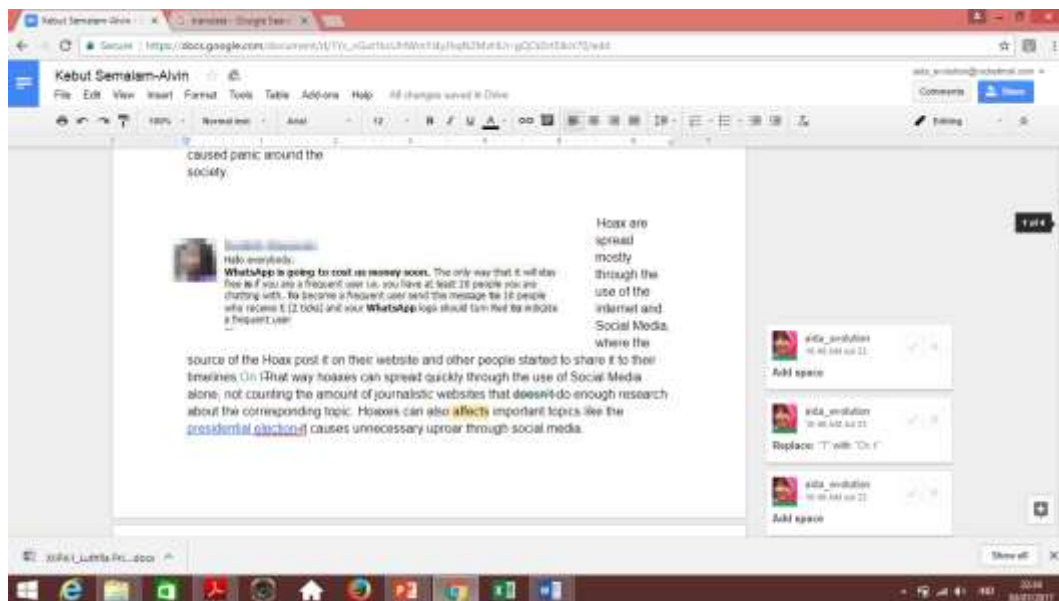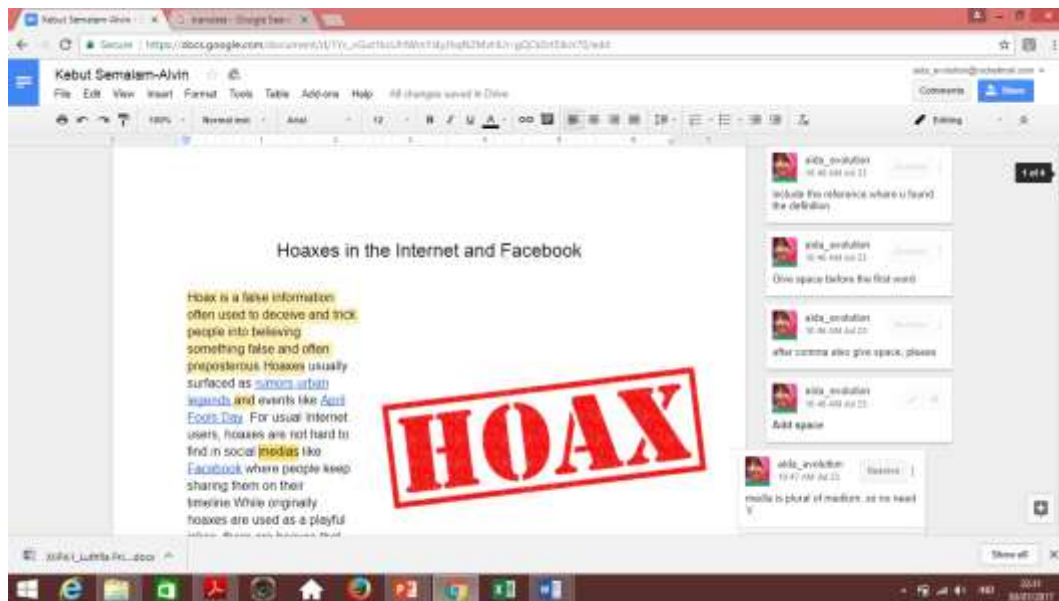
c. Revising

Student D did not do any revision. So, he got 78 as the score of his first writing.

2nd Writing

a. Pre-Writing

Student D did not make any draft of writing. He directly wrote the factual report text.

b.Writing

Student D chose 'Hoax' as the topic of writing. Without drafting, he already has followed the generic structure of Factual Report. He started with the definition of Hoax, then continued with the description and facts on hoax. Furthermore, he received feedback of writing in the area of punctuation, verb-

tenses, singular-plural form of nouns, and references that were not included into paragraphs.
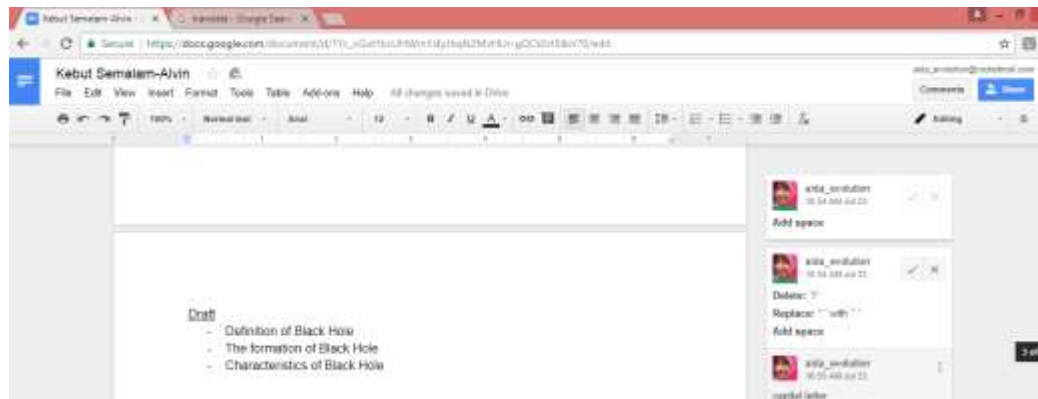
b. Revising
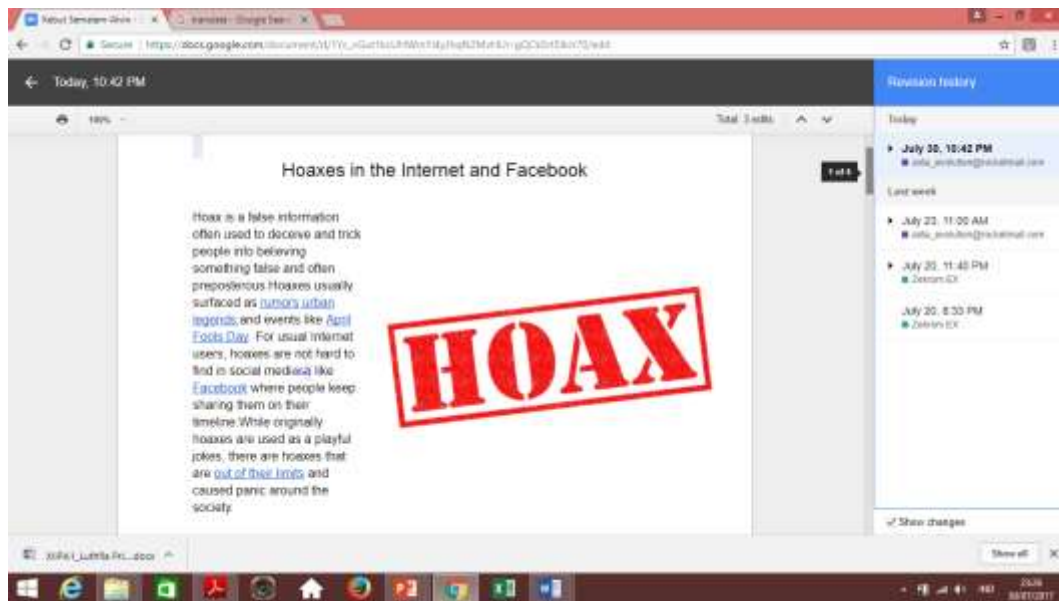
Student D has changed some corrections suggested by the teacher, but not all feedback were followed. He has not included any references into the paragraphs. Overall the ideas of writing have been flowing. He could build a factual report better than previous one. Then he got 79 as the score of second writing.
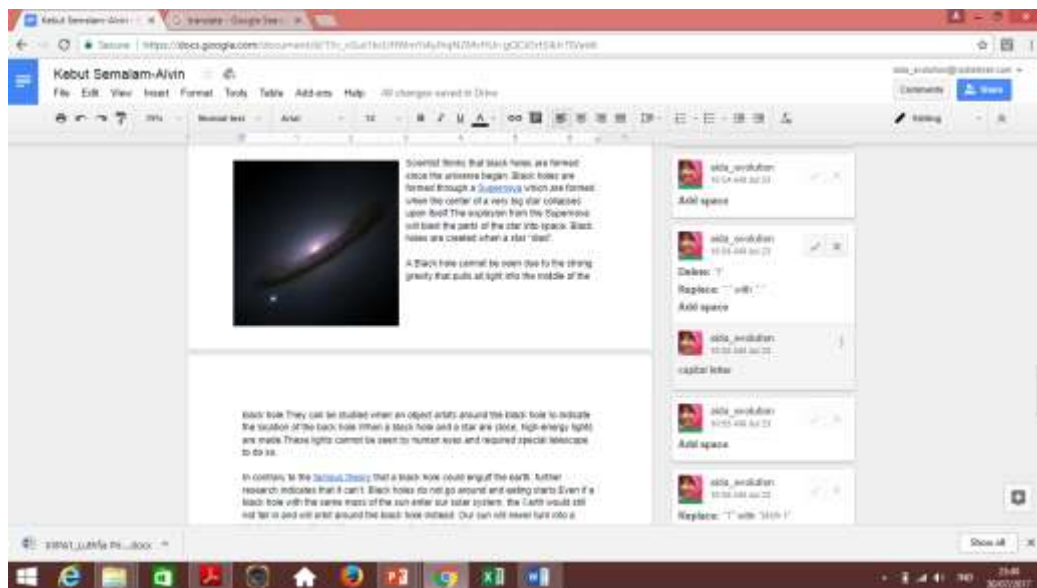
3rd Writing

a. **Pre-Writing**

Student D has chosen 'Black Hole' as the topic of writing. Eventhough the draft of writing was so simple, but it has represented the whole factual report text. There was no any comment from teacher about the draft.
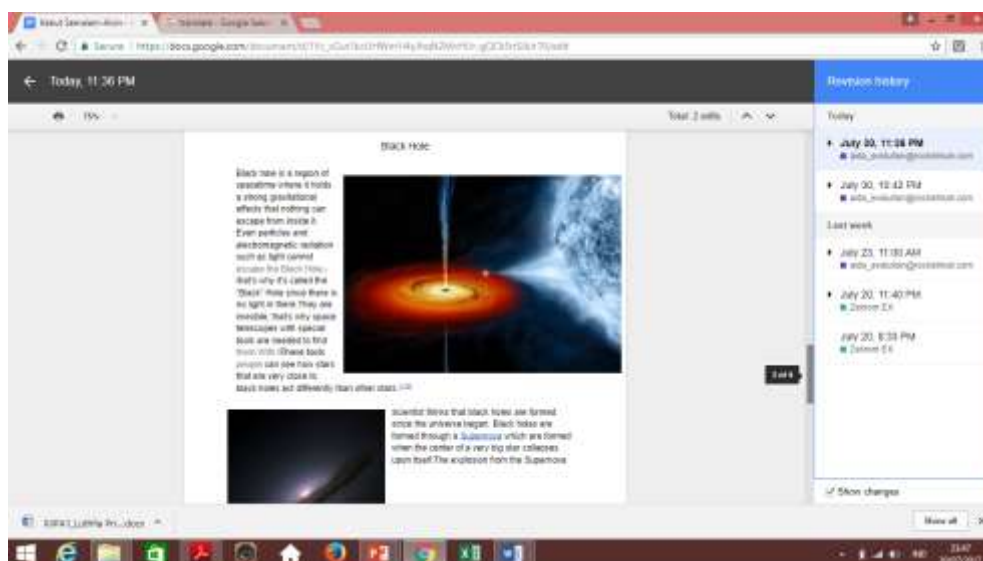
b. **Writing**

In the third writing student D has included references in every paragraph. It is showing good progress than the previous one. The feedback he received was mostly on the area of mechanics of writing, such as capitalization, punctuation, and spacing.
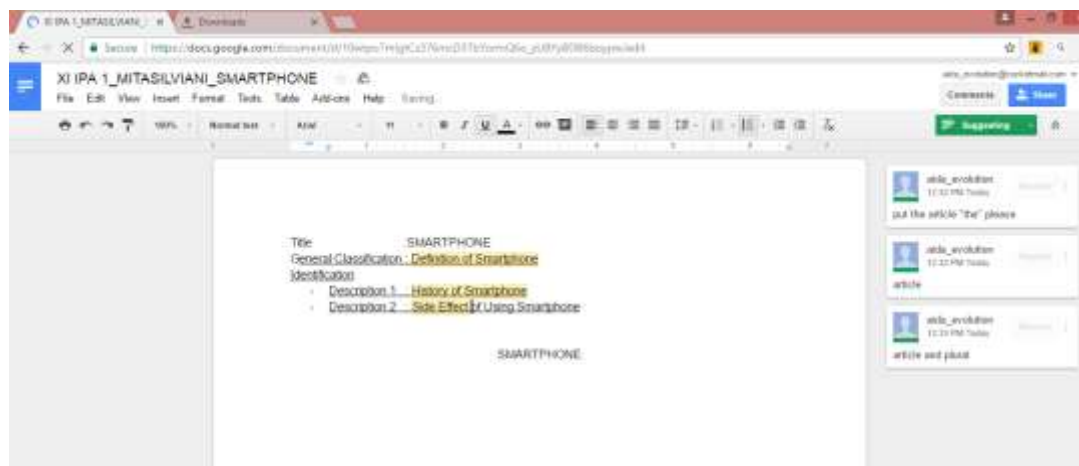
c. Revising

Student D has not made any correction on punctuation. It may probably he was not aware about it. However, feedback on the plural form, capitalization, verb tenses have been followed. Finally he got 88 on the third writing text.
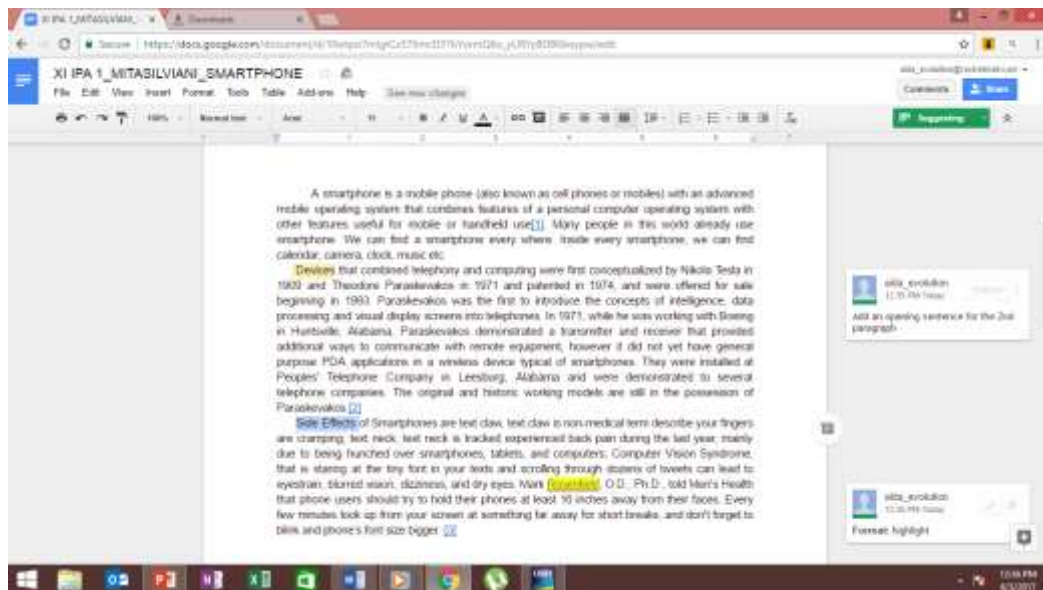
Student E

1st Writing
a. Pre-Writing

Student E has made good structure of Factual Report. According to the teacher she just needed to add article 'the' in "Definition of Smartphone" and "History of Smartphone". She also had to add the article 'the' and make plural form of 'effect' in description 2.

b. Writing

       Student E got little feedback on the content and the use of article 'the'. The writing reflected that the student has adequate knowledge of topic discussion and has mastered the materials of Factual Report.

C. Revising

Student E has made complete revision except the yellow corrective highlight. It seems that she was confused what the teacher means because it is a highlighted name. Then she got 88 as the first score on her writing.

2nd Writing

a. Pre-Writing
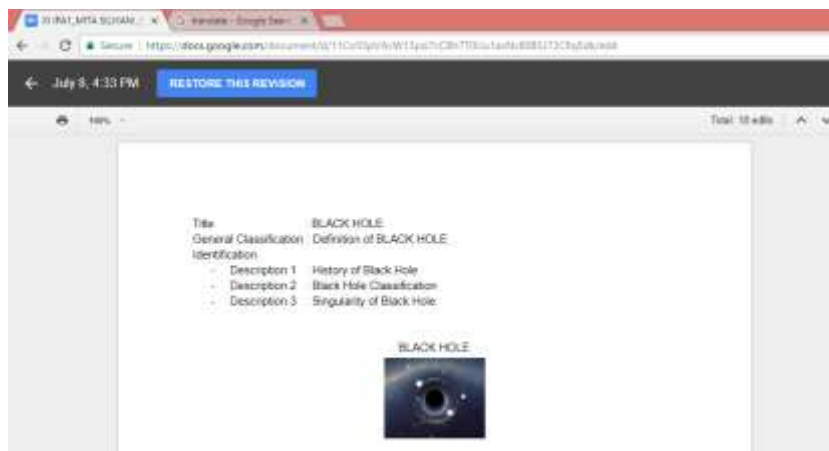
Student E chose 'Black Hole' as the topic of writing. She has written the draft based on the generic structure of Factual Report. She did receive any corrective feedback on the draft.

b. Writing
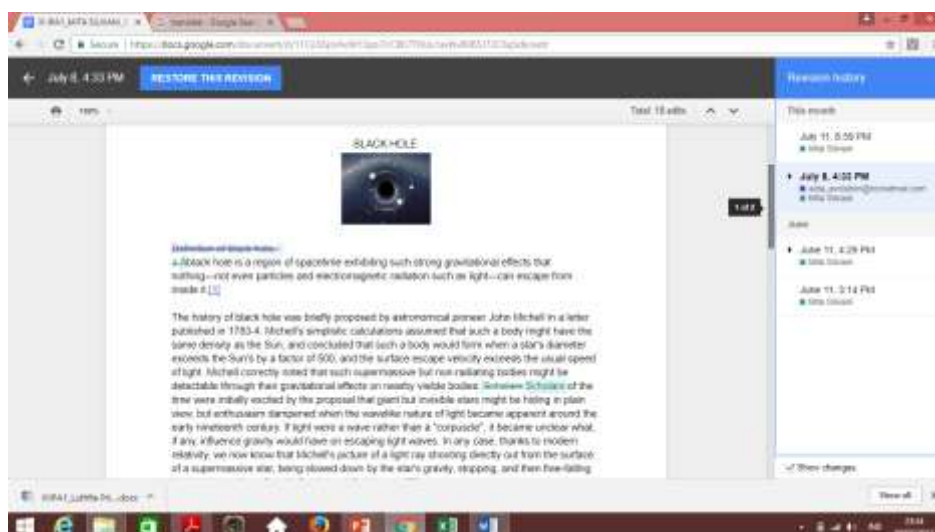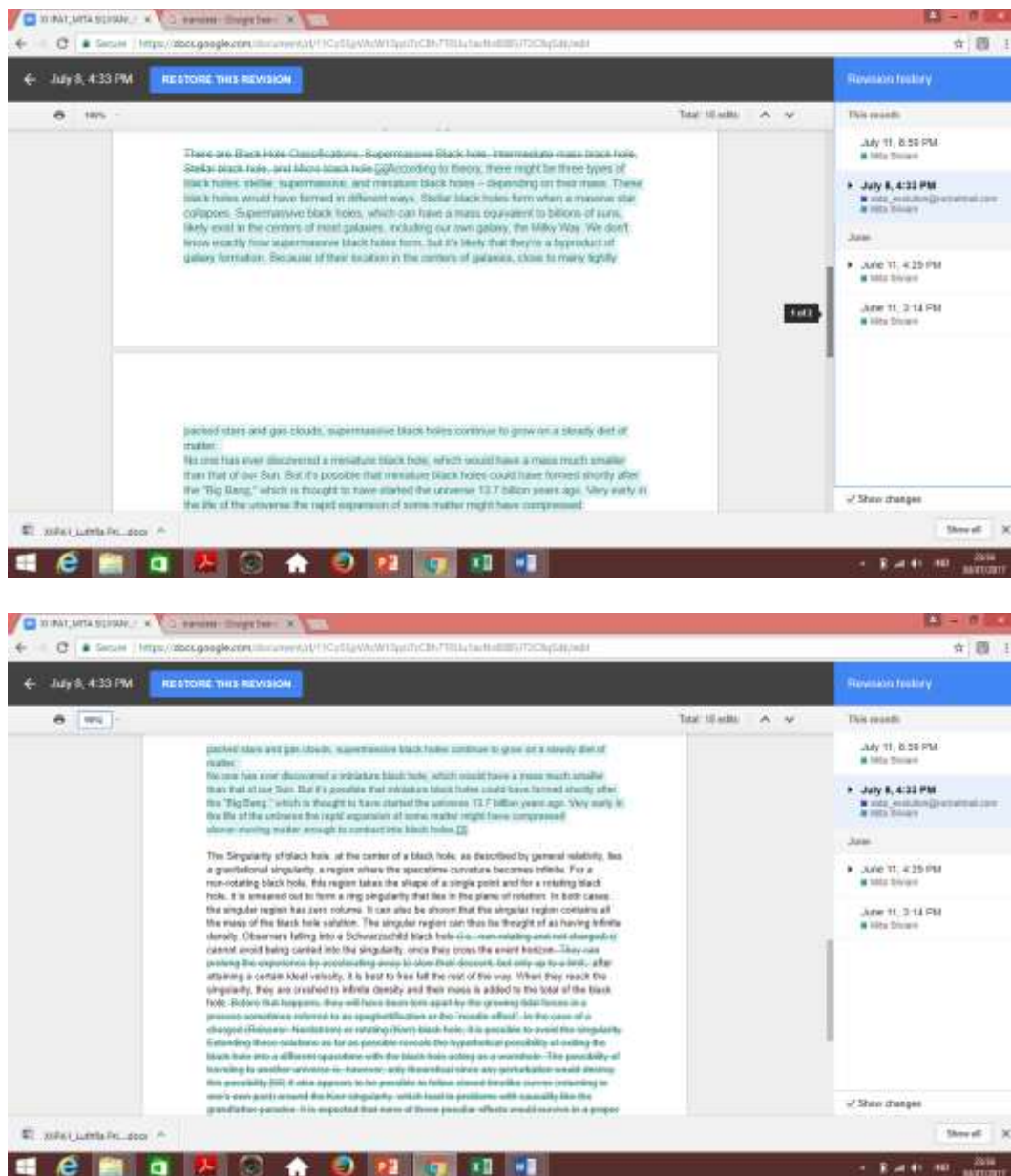
Based on the text above it can be seen that student E has written so many things taken from various references. The teacher suggested to paraphrase the sentences to become simpler one.

c. **Revising**
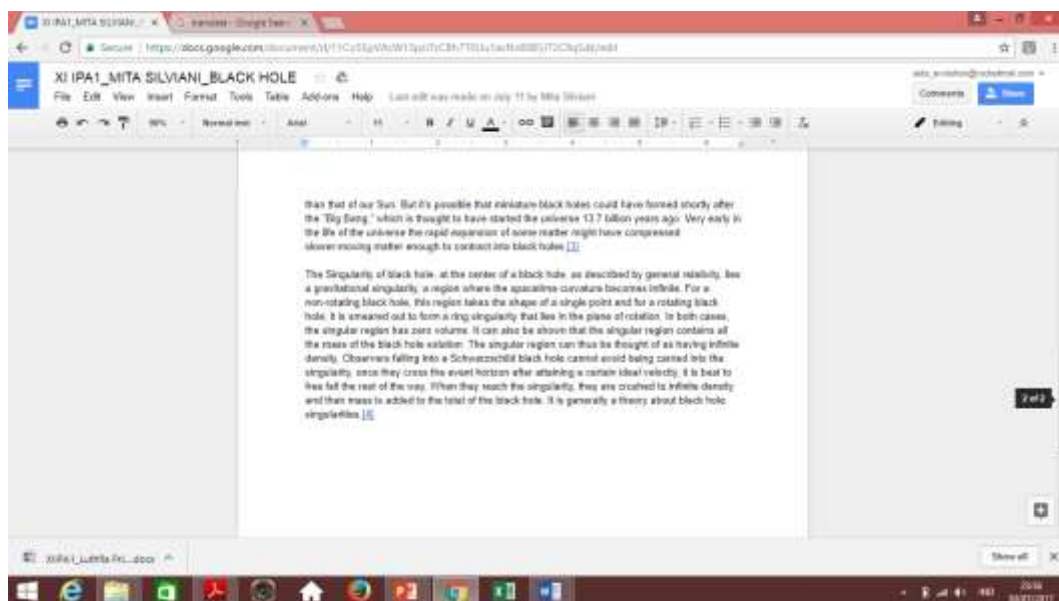
The student E's paragraphs were much better. She has revised all corrections suggested by the teacher. Then she got 91 as the score on the second writing.

3rd Writing

a. Pre-Writing
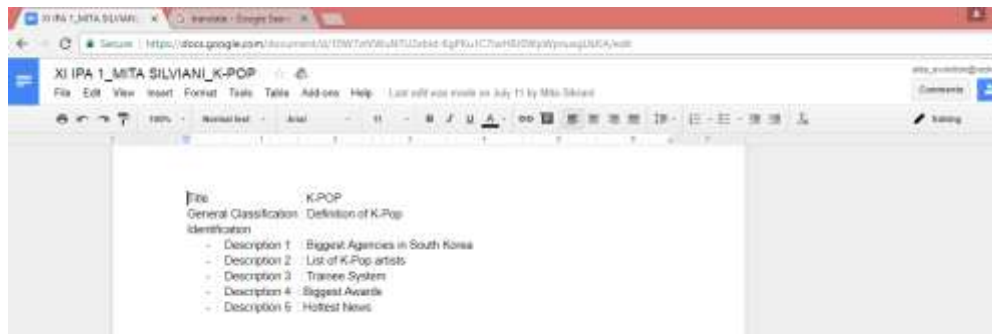
      Student E chose K-Pop as the topic of writing. Based on the draft it can be assumed that the paragraphs would be in accordance with the structure of factual report. There was no any corrective feedback from the teacher.

b. Writing
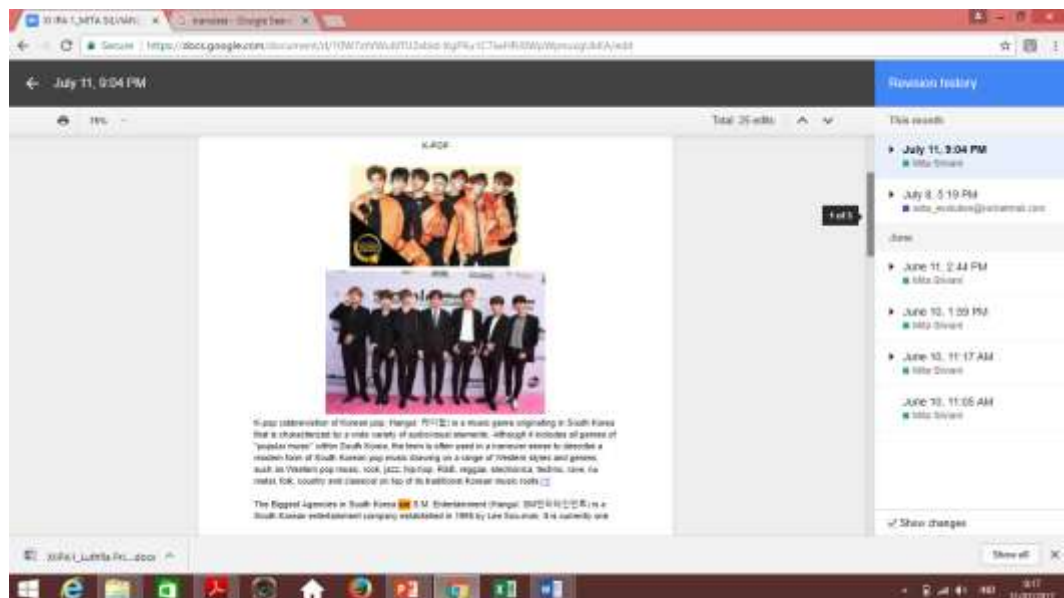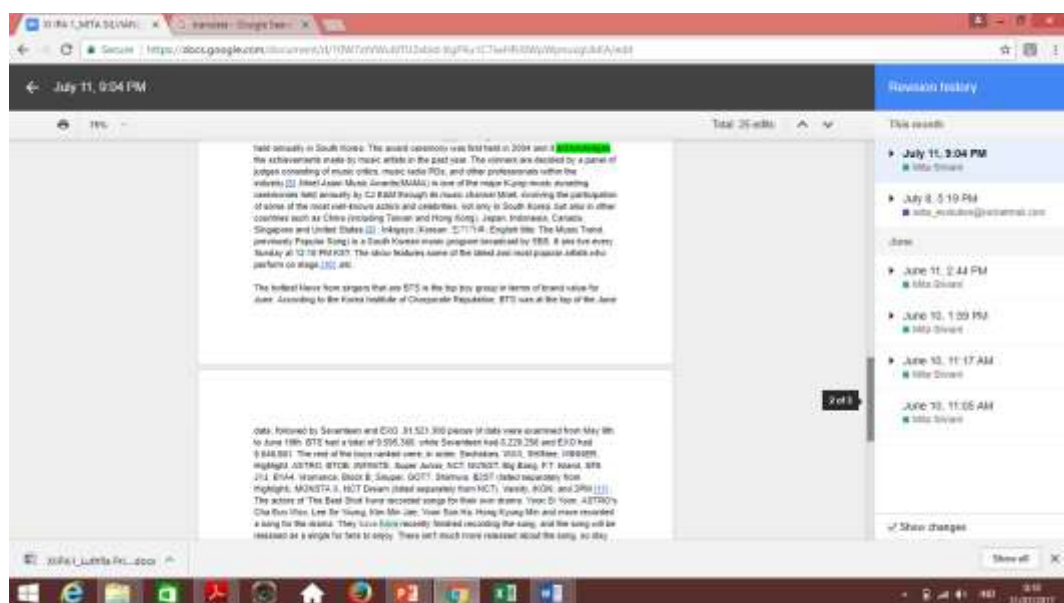
Student E wrote many things about K-Pop, so the teacher suggested to delete some sentences. Mostly the area of corrcetive feedback given by the teacher was on the language use, such as verb-tenses, subject-verb agreement, and plural form of nouns.

c. Revising
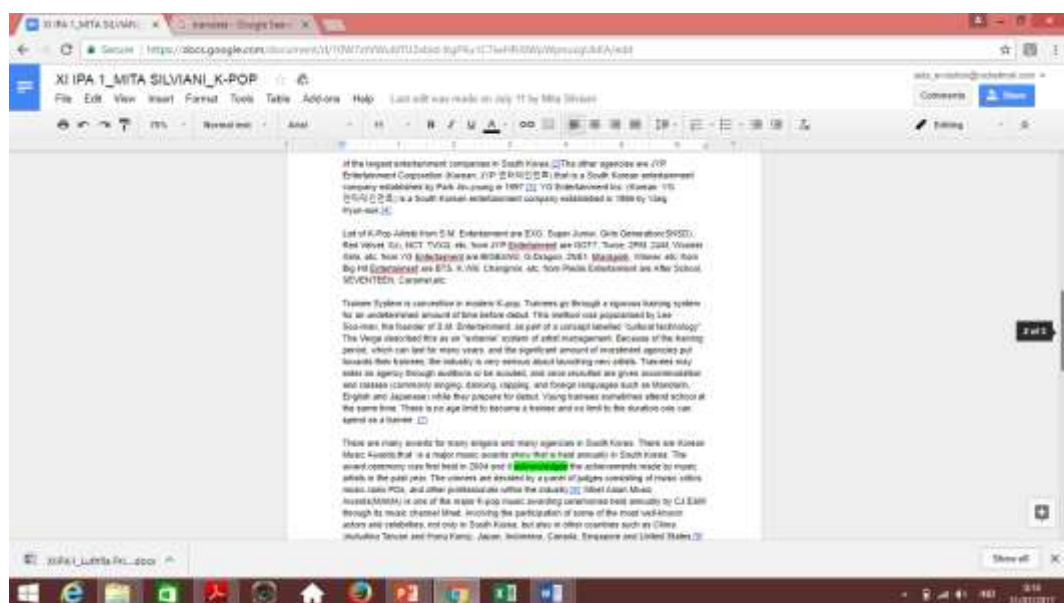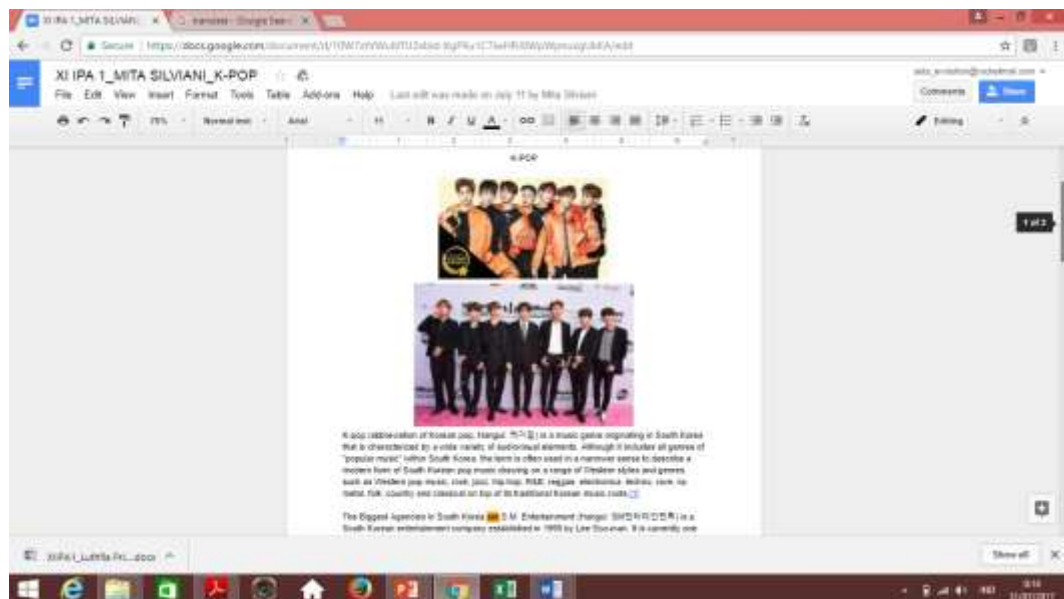
The text revision has shown that the student E's writing was progressing. She has revised all corrections suggested by the teacher. Finally she got 95 on the third writing text.

In addition to the qualitative analysis above the assessment scoring analysis was also conducted. It was found that the students' writing quality

showing progress on the five elements of writing, namely content, text organization, language use, vocabulary, and mechanics of writing. It is shown in the following table:

Table 4.9 Students' Progress of Writing Quality

Elements of Writing	Average Score on Writing Text		
	1st	2nd	3rd
Content	23	23	24
Organization	24	24	25
Language Use	18	19	21
Vocabulary	12	14	15
Mechanics	8	8	9
TOTAL	85	88	94

It is also found that not all students did the writing task when it was assigned outside the classroom. Only about less than a half of class (43%) did it well by completing three stages of writing . It is different with the number of students (97%) who did the writing task well in the classroom. It was predicted that they had some obstacles to do it. It was indicated that some of them did not have any internet connection to do it instead they could do it offline. Students' overloaded work was also becoming the reason of avoiding the task. It could be concluded that they could not work independently without teacher's supervision like they did in the classroom.

4.2 Discussion

To have further discussion, the results of the data analysis above are tried to be interpreted by comparing the findings with the findings of the previous researches and the theories as discussed in Chapter 2. It is aimed to see similarities and differences among others.

4.2.1 Students' and Teacher's Attitudes toward Digital Corrective Feedback on Students' Writing

Based on the questionnaire and interview results, it can be concluded that the first research question, namely "What are the teacher's and students' attitudes toward digital corrective feedback on students' writing" is accomplished. Both students' and teacher's attitudes in the behavioral, cognitive, and emotional aspect are positive.

According to Grover (2012) in the questionnaire of his study revealed that positive attitudes can be indicated from the teacher's and students' feelings, likes and dislikes, intention, methods and weightage of feedback. Positive attitudes show that students regard teacher's feedback as a useful instrument for them to improve their skills because it facilitates students to correct the errors. In line with Grover the findings from questionnaire and interview were indicated that the students regard Google Docs as a useful digital tool to get feedback from their teacher to improve their English writing quality it facilitates them to correct the errors. They also regard that using Google Docs in writing class as an innovative

method of learning. They confessed that they could do writing task everytime and anywhere without paper and printing out.

Moreover, most students understand the teacher's feedback and want to revise their writing as long as the corrections are clear and understandable. Most of them always understand the feedback given by the teacher although it is in the form of codes and they felt free to ask when they did not understand it by using some features in Google Docs. It indicates that students are prone to accept digital tool in getting feedback of writing from their teacher because it is helpful for them to revise the errors. Thus, the feedback given by teacher through digital tool is acceptable for students.

Likewise the teacher's attitudes were also shown positive. Positive attitudes show that teacher regard digital corrective feedback through Google Docs as a useful instrument for assisting her in giving feedback on students' writing and for the students to improve their skills because it facilitates students to correct the errors in practical way rather than with the traditional way by using a pen. She also expressed that by using digital tool she could track students' references as the base of writing easily, so she could minimize plagiarism.

It is accordance with a survey of Advanced Placement and National Writing Project conducted by Purcell, Buchanan, & Friedrich (2013) teachers, a majority said digital tools encourage students to be more invested in their writing by encouraging personal expression and providing a wider audience for their work. Most also said digital tools make teaching writing easier, despite an

increasingly ambiguous line between formal and informal writing and students'
poor understanding of issues such as plagiarism and fair use.

Although both students and teacher show positive attitude, some data
indicating negative attitude could not be neglected. There are some of them felt
embarrassed, afraid, and uncomfortable when they got feedback. In addition,
some students were prone to neglect and leave the feedback rather than discuss
and revise it because they felt harder to handle the errors. Thus, the stages of
writing could not be implemented when they neglected to do the revising.

When the learners have positive attitudes they will easily acquire and
achieve the learning goal, namely proficiency. While if they have negative
attitudes they will not acquire the learning goal that is proficiency. Spolsky (1969)
in Singh (2014) added to the same factor which involves positive and negative
attitude towards second language learning. According to Spolsky, the students will
show positive attitudes if they want to learn the language and the advantage will
always be with the one who shows this positive attitude rather than the one who
shows negative attitude.

4.2.2 The Process of Digital Corrective Feedback Provision in the Classroom

Based on the observation results the reserach question number 2 on the
process of feedback provision in English writing class in SMA Islam Al Azhar 8
Bekasi was accomplished. The process of digital feedback provision was initially
conducted with a clear teaching procedure. Harmer (2003:79) states that the

reasons for teaching writing include of reinforcement, language development, learning style and the most important is writing as a skill. So, in order to make quality and successful feedback a teacher should be able to create an atmosphere, learning style, interesting methods, and also exciting topics where the learners could be understood about what they will write and realized the essential text of writing that they write.

From the teaching procedure implemented by the teacher it can be observed that teacher initially emphasized on the teaching writing methods to create effective writing class with a new way, namely by using a digital tool. She presented all materials related to Factual Report, let the students be able to analyze the text, and allow them using Google Docs as group work, then give them a writing test individually. Furthermore, the writing task was not only held in the classroom. The teacher also assigned the students to have writing task outside the classroom.

Interestingly the process of giving and receiving feedback on students' writing was not implemented in the end of class. It may occur during the class. Because the document in Google Docs saved automatically in Google Drive, at the same time students and teacher could have consultation during the process of writing. It may generate more students' attention rather than getting feedback in the end of class. The corrective feedback itself was given both explicitly and implicitly. Based the observation the teacher gave explicit feedback by giving suggestions through 'comment' feature about what the things should be. While in

giving feedback implicitly she used corrective highlights to mark the mistakes in term of language use and mechanics of writing.

The ideas are accordance with Polio (2012:385) in Nyvoll Bo (2014) who concludes with three points that are important to emphasise in order for the feedback to be successful. One is that students need to pay attention to the feedback. As Polio (2012:385) puts it: 'Correcting errors on the final version of a paper seems essentially useless if learners do not have to do anything with the feedback'. The second point is that the feedback needs to be on the right level for the students. This point is based on sociocultural theory, and implies the need of individual feedback in student conferences or with a combination of oral and written individual feedback (Polio 2012:386). Hattie and Timperley (2007:86) also stress this second point. The third point Polio (2012:386) concludes with is that implicit and explicit knowledge and the interactions between them are useful in writing.

4.2.3   Students' Text of Writing Quality

According to the students' text compiled during both in the classroom and outside classroom, it was found that teacher emphasized the feedback on content when she checked and corrected the first draft of writing. She screened the students' ideas from the draft. When it was clearly and well ordered based on the generic structure of Factual Report, she allowed the students to continue writing a factual report. Then on the students' text of writing the teacher mostly gave

feedback by emphasizing on the form, such as language use and mechanics of writing.

Thus, mostly the corrective feedback appeared on the students' draft was about the content which was based on the structure of factual report, namely general classification containing definition of certain topic of writing and general identification containing some detail descriptions on the object of writing. While in the writing texts it was mostly found the teacher's feedback on the language use containing grammar stuffs and mechanics of writing containing punctuation, capitalization, paragraphing, etc.

Furthermore, the teacher applied both direct (explicit) and indirect (implicit) feedback in giving corrections on students' writing text. It is in line with Polio (2012:386) who concludes that implicit and explicit knowledge and the interactions between teacher and students are useful in writing. It was found that teacher implicitly corrected the student's writing by using 'highlight' to mark incorrect forms, such as misspelling words, errors on subject-verbs, capitalization, punctuation, and verb tenses and let the students find out the corrections independently. She directly gave any corrections by using 'suggesting' feature on each mistake in the areas of content and text organization.

In addition, from the collection of students' writing texts it can be seen that feedback was given in both written way and spoken written. Teacher gave suggestions by marking any word, phrase, or sentence as well as sometimes giving further explanation on the 'comment' or 'chat' room with informal spoken language in English, even in Bahasa Indonesia to make the explanation clearer. It

is accordance with Raimes (1983) in Nyvoll Bo (2014) who stated that oral feedback in writing is considered an effective way of providing feedback, since there is interaction between the student and the teacher. Oral feedback is an effective way of understanding what the students are trying to say in their texts, because they get a chance to explain and answer questions. The dialogue between the students and the teacher is important. Oral feedback also makes it easier for the student to ask questions if there is something that is not understood.

As the results, from the three student text collection it was found that the elements of writing quality, such as content, text organization, language use, vocabulary, and mechanics of writing were showing progress. When the students and teacher showed positive attitudes in writing, the progress of writing would be reflected. In www.tefl-online.com it is elaborated that digital technologies are ideally placed to help teachers working with learners, and learners working independently, to do the necessary 'languaging' that makes their language development possible. Eventhough there were still any kind of corrections from teacher especially in term of language use on every student's writing text, overall it can be seen that students have better progress on those writing elements. It was supported with the writing assessment results (Appendix K).

4.3 Limitation of the Study

Based on the findings and dicussion above, it is revealed that there are some limitations which should be taken into consideration in feedback provision through digital feedback. First, teacher's competence in managing and organizing

the features of digital tool in giving feedback should be adequate in order to establish effective corrective feedback. Lastly, the internet connection plays significant role in the establishment of digital corrective feedback effectively and efficiently because online interaction lets teacher and students thoroughly deal with the writing feedback. The slow network might discourage participants' interest and motivation in doing the writing tasks and getting digital feedback on it.

CHAPTER 5

CONCLUSION AND SUGGESTION

This chapter draws conclusions from the data analysis and discussions which are presented on the previous chapter. The conclusions drawn from the present study are elaborated with some possible suggestions for further studies.

5.1 Conclusion

This study has investigated the teacher's and students' attitudes toward digital corrective feedback on students' writing quality in SMA Islam Al Azhar 8 Bekasi. It has examined what kind of teacher's and students' attitudes toward corrective feedback provision through Google Docs as a digital tool in writing Factual Report. It has also studied how the process of corrective feedback provision in writing Factual Report through Google Docs, in other words how teacher experience giving feedback and how the students experience receiving feedback. Lastly teh study has examined the students' progress of writing quality.

The questionnaire and interview results revealed that both teacher and students showed positive attitudes toward the corrective feedback given by teacher through Google Docs as a digital tool. Both teacher and students regard it as an innovative way for feedback provision in writing class. For teachers it makes them easy and efficient to give feedback on students' writing. While for students it makes them to become independent learners and get efficient learning time management with lower costs in practical way.

Furthermore, the observation results revealed that the process of digital feedback provision was initially conducted with a clear teaching procedure. Interestingly the process of giving and receiving feedback on students' writing was not implemented in the end of class. It may occur during the class. It may generate more students' attention rather than getting feedback in the end of class. In addition, the corrective feedback itself was given both explicitly and implicitly in both written and spoken interaction.

In addition, based on the results of the analysis on students' text of writing it is found that the elements of writing quality, such as content, text organization, language use, vocabulary, and mechanics of writing were showing progress. Mostly the corrective feedback appeared on the students' draft was about the content which was based on the generic structure of factual report. While in the writing process teacher mostly focused on the correction of language use, text organization, vocabulary, and mechanics of writing.

Thus, it could be concluded that the teacher, students in term of attitudes, and the process of feedback provision have influenced the effectiveness of feedback and quality of writing. When the students and teacher showed positive attitudes in writing, the progress of writing quality would be reflected. As Gardner (1985) stated that the learners' attitudes towards learning another language play a key role in enhancing and motivating them to learn that language. This, in turn, affects on their performance, too.

5.2 Suggestion

Based on the results of this research, it is suggested that English teachers should enrich the strategies used for the provision of feedback on students' writing text. At this point giving corrective feedback through digital tool is an innovative teaching strategy to establish effective and efficient feedback because it not only facilitates students correcting the mistakes in terms of grammar, pronunciation, vocabulary, etc., but also provides students additional information such as ideas and knowledge, as well as motivation to enhance students' performance.

As ICT should be integrated into every subject of lesson, schools and government are expected to provide supporting facilities to establish e-Learning. Also they had to make the teachers competent in the field by conducting teachers training on ICT-based learning.

For further study, it is recommended that the scope of the research should be expanded to other aspects, such as utilizing other digital tools for other aspects of language to enhance students' English language skills.