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"I feel sad": Students' Voices on Lecturer's Feedbacks on Google Docs

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ABSTRACT

Students' responses to teacher's feedback can affect their emotions and attitude toward tasks they are working with. Amidst the growing use of digital tools in facilitating English writing classes, this current article explores students' emotions and their attitude toward teacher's feedback given to their writing tasks on Google Docs. This descriptive qualitative study gathered data through a questionnaire from twenty-three university students majoring in English Education Department and semi-structured interviews with three students. The questionnaire consisted of closed and open-ended questions to elicit information about the students' responses to teacher's feedback. Meanwhile, the semi-structured interviews were conducted for further investigation as well as to provide data source triangulation. The data were analyzed thematically by identifying the themes from the groups of data which correspond to the research questions. The findings revealed that the students experienced two kinds of emotions, either positive emotion (curious and happy) or negative emotion (sad and confused). Their emotions were influenced by the students' expectation, lower proficiency levels, and their learning commitment while their positive emotions were influenced by their self-efficacy in the learning process, higher proficiency level, and higher learning motivation. These emotions contributed to their attitude in the writing class. The students with positive emotions tend to commit to the task and do revision, but negative emotions didn't encourage the students to reflect on the feedback and do revision. Moreover, Google Docs was typically used for asynchronous tasks that they couldn't directly confirm or clarify their understanding. Several implications and suggestions are also discussed.

Keywords: feedback, emotions, Google Docs, writing

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Introduction

Writing classes today can be facilitated by various online media, one of which is Google Docs, as has been reported by several previous studies (Hoang & Hoang, 2022; Mansor, 2012; Mills, 2013; Neumann & Kopcha, 2019; Rastgou, 2022). Those previous studies have indicated that Google Docs eases English educators and language learners to work together on projects, either by creating the content jointly or by providing feedback for students' tasks. It is particularly useful for writing classes where students are required to generate and deliver their ideas in

written forms which often also receive feedback and/or correction from the teachers. The purpose of feedback is to let students know what they have accomplished in their writing about the learning objectives and to make them aware of their writing's strengths and deficiencies (Lee, 2014).

By using Google Docs, English as Foreign Language (EFL) teachers may check the students' activity records and progress at any time, such as their punctuality in completing the task and the responses they give to the teachers'

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feedback. On the other hand, pupils can revise in real-time, and the system effectively records their activities (Chen, 2016; Neumann & Kopcha, 2019). Google Docs also enables teachers to give more systematic feedback compared to hand-written ones. As usually Google Docs had suggested corrections for grammatical and spelling issues, and teachers can focus on content, organization, writing strengths, and weaknesses (Awada & Diab, 2021). However, face-to-face oral feedback or written feedback on students' working papers is also still considered as effective. Amidst the digital tool-assisted writing class, combining both online and face-to-face feedback is considered the most appropriate solution (8) (Pham, 2021). Moreover, combining automated-teacher feedback was more effective in reducing the students' grammar and mechanics errors (10) (n & Sari, 2022).

Feedback refers to a process through which learners make sense of information from various sources and use it to enhance their work or learning (6) strategies. Feedback can be in form of appreciating feedback, making judgments, and effective management of effect (7) (arless & Boud, 2018). In other words, it is defined as input from a reader to a writer with the effect of providing information to the writer for revision. It can be comments, questions, and suggestions. Through feedback (11) writers learn where they have misled the reader by not supplying enough information, illogical organization, lack of development of ideas, or something like inappropriate word choice or tense (Keh, 1990).

Students greatly value written feedback on their works compared to alternate forms of peer and oral feedback (Mahfoodh, 2017). Concerning written feedback as the most widely used feedback for students' tasks (McCarthy, 2015), there are different characteristics of offline and online feedback. The number of comments increases dramatically when textual

asynchronous dialogue occurs in Google Docs. Additionally, the rate at which these comments are taken into revision increases, which ultimately results in more revision being done (Liu & Sadler, 2003; Pham, 2021). Online written feedback ensures the feedback is readable compared to handwriting since handwritten feedback is sometimes messy (3) (Ryan & Henderson, 2018). It also helps students whose cultural backgrounds did not enable them to interact comfortably in the face-to-face (17) vironment. Further, they also reported that face-to-face interaction is more effective than online communication as it facilitates nonverbal communication better (Liu & Sadler, 2003).

Online written feedback on Google Docs enables teachers to give feedback systematically and well-documented on digital platforms, but it can't facilitate direct communication unless in synchronous ones. It results in unclear information gained by the students especially when the teachers use complex academic language or due to vague and unconstructive feedback (Henderson et al., 2021; Winstone et al., 2017). Otherwise, feedback is about allowing students to achieve valuable information about how they can improve their performance in the future as well as their learning strategies (Ryan & Henderson, 2018). Therefore, teachers need to consider digital tool-mediated feedback as a real interaction with the students by providing clear feedback (Lam, 2021). To increase learning, feedback must include informative and illustrative components that demonstrate how to improve performance. Personal critique without recommendations for how the student might have improved their writing is detrimental to their learning (Anjarani & Furqon, 2022).

Emotion is a contributing factor in students' learning journey and it can influence students' (5) achievement (Tempelaar et al., 2012). Emotions can be defined as one's affective state as a reaction

to a specific stimulus. Emotions are multidimensional phenomena and comprise affective, cognitive, expressive, motivational, and psychological components (Uzuntiryaki-Kondakci et al., 2022). This study tries to focus on the dynamic nature of emotion as a part of the learning process which involved the subjective feelings of the students and its effect on their learning behavior.

Many studies on writing feedback often focus on students' perception of the feedback and their activity (Anjarani & Furqon, 2022; Mahfoodh, 2017; McCarthy, 2015; Ryan & Henderson, 2018; Saeed & Al Qunayeer, 2022). However, students' responses to feedback from teachers still lack attention. Responding to feedback may results in different emotions, especially through digital media in which teachers and students don't do face-to-face interaction. McCarthy (2015) investigated the use of written feedback, audio feedback, and video feedback for summative assignment tasks at tertiary education level. The students perceived video feedback as the most beneficial compared to written and spoken ones since it provided an in-depth analysis of their academic performance. However, it was also influenced by the types of tasks, whether text, audio, or visual tasks. Their preference for video feedback was also influenced by the adequate internet connection and supporting devices. This study pointed out the appropriateness of the feedback with the task form and supporting facilities.

Ryan & Henderson (2018) examined students' emotional responses to educator feedback. Using a quantitative examination, they focused on two student variables: different citizenship backgrounds and different grade expectations. It revealed that international students tended to be more upset, and discouraged and felt that the feedback was too critical. Students who received lower grades than their expectation on a

particular task were more likely to feel shameful, angry, and sad compared to those who received a higher grade than they expected. Without mentioning the detailed form of feedback, this study pointed out two factors that might contribute to students' feelings toward feedback: cultural background (citizenship) and grade expectation. Educators need to consider these aspects in giving feedback.

Anjarani & Furqon (2022) explored students' perceptions towards audio feedback in virtual writing classes during emergency remote teaching. It reported that the students' perceived positively on the use of audio feedback. It was personal, clear, and detailed. They also can feel the teacher's presence. It implied the need to engage with the students in giving feedback. Further, Saeed & Al Qunayeer (2022) investigated teacher interactive feedback on students' writing through Google Docs. It pointed out the need to encourage students to become active respondents and make feedback more dialogic which eventually resulted in more accurate revisions. The implementation of dialogic feedback was influenced by teacher-related, task-related, and learner-related factors.

Getting more specific on EFL university students' emotions toward teacher written feedback, Mahfoodh (2017) reported in his study that EFL university students' emotional responses were categorized into acceptance, rejection, surprise, happiness, dissatisfaction, disappointment, frustration, and satisfaction. Those comments were the result of negative evaluations, harsh criticism, and miscommunication between teachers and students. It implied that emotional responses could affect students' understanding and utilization of feedback. However, this study doesn't take into account the online or blended learning context which is getting popular in Indonesia in recent years, while emotions

have important effects on learning, engagement, and achievement in online settings (Artino, 2012). Furthermore, emotional processes are vital in improving teachers' and students' performance (Cowie, 2011).

In the previous studies, the concern about students' emotions and their effect on their performance in responding to written feedback through digital platforms in the Indonesian context is still unexplored. To fill the gap, this current study tried to shed light on Indonesian EFL learners' attitudes toward written feedback from teachers and their emotions in responding to feedback from teachers. This study will be beneficial for English educators in providing evidence about students' emotion as well as their preference in receiving constructive feedback which can help them best to understand the feedback and improve their performance.

Method

This study employed a case study design since it conducted an in-depth and contextualized investigation of a phenomenon gained from participants' perspectives (Gall et al., 2003). This research design is appropriate for this study to explore students' emotion as well as their preference in receiving feedback on Google Docs.

This study was conducted at an English Language Education Department at a state Islamic university in Indonesia. The students joined an argumentative writing class which was conducted in a blended learning model. They submitted their writing tasks on Google Drive and their works were in Google Docs form. They would receive written feedback from the lecturer on their document by using the comment feature or by writing the feedback on the body document using different colors or highlights.

As many as 26 students from two classes were invited to be the participants of this study representing various

achievements and students confirmed their willingness. A questionnaire and semi-structured interviews were the data sources of this study. The questionnaire consists of general information about their activities in responding to feedback on Google Docs during the argumentative writing class and some open-ended questions dealing with their perception in responding to the feedback. The semi-structured interviews were carried out with 3 students who gave prominent information as well as provided data triangulation. The semi-structured interview used interview guidelines. To avoid misunderstanding, the individual interviews were conducted using Bahasa Indonesia which was then transcribed and translated into English.

The collected data were then analyzed using thematic coding (Creswell, 2014) to identify the themes from the groups of data which correspond to the research questions and become the research findings. Furthermore, those findings were elaborated narratively. Students' emotions in responding to feedback from teachers as well as their effects on their learning attitude were evaluated and corresponded with certain relevant theories and/or previous literature.

Results and Discussion

Students' Emotions in Receiving Written Feedback on Google Docs

In this study, the students received feedback from the teacher on Google Docs after they previously uploaded their work. The feedback was given in a written form by giving comments, giving a general opinion on the students' tasks, and/or highlighting the words in the body text to invite students' attention. The students experienced various emotions when they responded to the teacher's feedback on their tasks. Students' emotions in during the learning process can influence their motivation and learning attitude, and

therefore, it needs enough attention from educators. Students' emotion is a natural part of their learning experience and should not be considered as hindering learning (Värlander, 2008). Several themes of emotions were figured out from the research data regarding students' emotions, namely sad, curious, happy, and confused as indicated by several responses.

"Sometimes it's sad. How come my task still has many mistakes, but I'm also happy to be more active in learning from my mistake." (Questionnaire)

"So far the response from the lecturer makes me curious because I think my project itself is correct, but it turns out that there are still mistakes and that is what makes me try to improve to make it better" (Questionnaire)

"I feel happy because the lecturer responded well and friendly, as well as explaining if I had difficulties." (Questionnaire)

Those emotions correspond to the results of several previous studies. As it is reported by previous studies, responding to feedback may result in various feelings both positively such as happiness, satisfaction, and acceptance, or negatively such as disappointment, frustration, and dissatisfaction. Those emotions affected students' understanding and utilization of the teacher's written feedback and students' success with revisions (Mahfoodh, 2017). Surprisingly, this study reported that the student's success with revisions didn't always correspond the positive emotions, but it was motivated by the students' beliefs that teachers' written comments should be followed strictly as their knowledge is better than others.

The sad feeling can be identified as the result of unachieved expectations. As it is indicated in the student's quote, they feel sad because they thought that their work had been good enough. Then there were many corrective feedbacks from the teacher. This finding confirms the previous studies which reported that high expectations tended to make students feel shameful and sad compared to those who didn't have high expectations of their work (Ryan & Henderson, 2018).

The negative emotions of sadness and confusion could negatively impact students' writing practices, learning emotions, and motivation (Yu et al., 2021). Furthermore, emotions have prominent effects on learning, engagement, and achievement in online settings (Artino, 2012). Their confusedness could be derived from many factors as the previous section has elaborated. One of the factors is their misunderstanding of the feedback given by the teacher. In this study, the students got no idea of how to improve their work, while asynchronous learning didn't support them to get immediate feedback from the teacher. For this reason, in an online learning setting, written feedback needs to be combined with other sources such as conferences (Mahfoodh, 2017), oral feedback (Anjarani & Furqon, 2022), or audio-visual feedback (McCarthy, 2015) although the implementation may be influenced by many factors, such as the available facilities and time allotment.

The success or failure of giving feedback also depends on several factors, such as classroom context, the type of errors students make, their proficiency level, and the type of writing they are asked to do (Guénette, 2007). Students' confusedness in responding to feedback may be caused by the lower proficiency level, and thus they don't get the points about what and how to improve. It corresponds to the previous study which revealed that feedback benefited higher performers' motivation, but it showed

negative effects on lower performers, especially in their affective-motivational factor (Kuklick & Lindner, 2021).

Meanwhile, some students responded to the feedback in a much more positive way by feeling curious and happy with the feedback. They could accept their mistakes and take action by revising their work. It indicated that the student's attitude toward the teacher's feedback could contribute to their feeling. Students tended to feel curious and happy when they consider feedback as part of their learning process, not as another task to complete or even a judgment of the work. They found the feedback very beneficial for their improvement in the next writing tasks.

"I think the feedback from the teacher is very important because the teacher has more experience in writing and she can give me some suggestions. I try to remember the notes and corrections from her so I don't make the same mistake. And I feel that my writing is getting better from time to time."
(Questionnaire)

Their positive emotions were through the process. At first time, they felt sad but then they realized that the feedback from the teacher was beneficial for them. It can be explained that negative emotions may serve as a motivational factor in students' desire to improve their performance (Lipnevich et al., 2021). However, it doesn't occur to every individual.

Students' Attitude toward Written Feedback on Google Docs

The students revealed that they mostly read the feedback from the teacher since they were asked to so do. As many as 91.3% of the respondents always read the feedback, while 8.7% sometimes read the feedback.

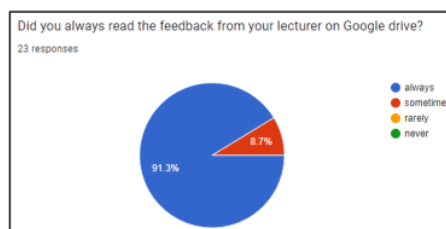


Figure 1. The percentage of students who read the teacher's feedback

Of this percentage only slightly more than a half revised their works based on the feedback as indicated in figures 1 and 2. Meanwhile, the rest of the respondents didn't revise their work due to several reasons. This is something that commonly occurs that no matter what teachers did, some students would benefit from corrective feedback while others would not (Guénette, 2007). The students who benefited from the feedback were those who did the correction after receiving the feedback. In this way, they recognized what to correct as well as what to improve from their piece of writing.

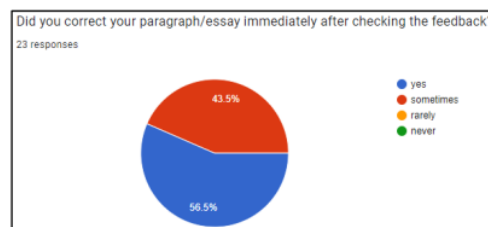


Figure 2. The percentage of students who revised the works

One of the reasons was the students' got confused about the feedback and didn't know how to fix their work. This is a weakness in delivering feedback in an asynchronous in which students can't directly confirm their understanding of feedback (Henderson et al., 2021). Hence, it also can be pointed out that the students' confusion in responding to the feedback was due to the limited communication through asynchronous learning media

and students' reluctance to initiate further discussion with the teacher through the online platform. Online learning context disabled students to give direct confirmation on their work, ensuring that they didn't mislead in understanding the teacher's feedback, and they can't directly confirm whether their responses were correct or not (Hyland & Hyland, 2006).

"It is very helpful actually, but sometimes, to be honest, I don't understand what is meant. I try to understand and ask questions until I understand and can make improvements to my essay."
(Questionnaire)

Using the Google Docs application has eased its users to do corrections dealing with grammar and spelling since its feature can identify the errors and the students can directly correct them. It also enabled the students to give comments and ask for collaborative work (Hoang & Hoang, 2022; Saeed & Al Qunayeer, 2022), but they seemed didn't use this feature. The students required detailed feedback. They assumed that feedback was about the correction of errors or mistakes in their essay, and thus they know their mistakes as well as how to revise them. Students' perceptions of feedback can be seen as the influencing factors on their attitude. They expected that the teacher would correct their work in detail, while the facts were different. The teacher only gave comments on essay organization, confirmed their writing, gave suggestions, and only did a few corrections in grammar. Meanwhile, they were not accustomed to this kind of feedback before. It relates to the previous study which reported that students expected teachers to comment on their written errors and were frustrated if they don't find them (Irwin, 2017).

This digital era has assisted students to address their grammatical and spelling errors such as in Google Docs and

teachers can focus more on essay organization and other aspects. This can be another concern in conducting online writing classes to see students' awareness of the tools they are working with. This point should be made clear in the preparation activities as Värlander (2008) states that students should be trained on how to receive and respond to feedback, as well as to let them know that their emotions in receiving feedback can even contribute to their achievements. Besides, it is also considered important to determine and communicate the feedback focus, whether it focuses on the content and organization or grammar and mechanical aspects.

Another reason was due to the fewer supporting devices. Not all students occupied personal computer devices which were available at any time and they tend to check the feedback using mobile phones. However, checking the feedback using a mobile phone only enabled them to check the feedback on the body text, whereas feedback on comments was unexplored. Therefore, they can't even read the feedback in the comment section, but they only saw some highlighted words on their documents. Accessing Google Docs using mobile phones also provided limited editing features and was less easy than using a laptop or personal computer. This finding corresponds to the previous study that facilities influenced students' responses to feedback (McCarthy, 2015) and students reported issues related to the device they used which affect their performance in writing class, including responding to teachers' feedback (Bowen et al., 2022).

Further investigation about their reluctance to check and revise their work was because they expected that their work would not be checked again by the teacher. Students' rejection of the teacher's comments also resulted in their reluctance to do revisions (Mahfoodh, 2017).

"Sometimes students don't make revisions since they feel certain with their works, or they disagree with the teacher's feedback so they don't make any revisions."
(Interview)

Still, in accordance with the study by Mahfoodh (2017), it can be identified that students don't use the teacher's written feedback because sometimes they may disagree on some written feedback. However, in this use of Google Docs, the students cannot easily encounter their opinion toward the feedback, and they rather leave their task without any correction.

On the other hand, some students were very enthusiastic about checking the feedback from the teacher. They were curious about the feedback they might get. They felt that their work has been correct but it turned out that the teacher can identify the errors or other aspects to improve. Therefore, they found the feedback very helpful and that's why they respond positively to the teacher's feedback. These students were more motivated to do corrections and improve their writing performance.

"When I got the feedback, I immediately checked it and revised my work if there were errors or comments from the teacher." (Interview)

They consider the teacher's feedback as part of their learning experiences, and yet they didn't feel it as judgment or scoring on their work. It made them get a better engagement in the task and the learning commitment.

"Sometimes I still make mistakes doing the assignments. However, I tried to take it as a lesson. Sometimes, I always try to do the

best I can. However, there's always a bit of problem going on."
(Questionnaire)

6 There is currently a growing understanding that feedback should be targeted toward supporting the development of self-regulation. This self-regulation is very powerful to improve students' engagement in their tasks. It 6 corresponds with their commitment to further effort into the task. It also enhances self-efficacy, and therefore they deserve the feedback and respond positively to it (Bowen et al., 2022). It is supported by Pearson (2022) states that the ability of students' self-regulation or students self-concept belief in their role mediates their engagement in written feedback.

Conclusion

This study points out two groups of students' emotions in responding to teachers' feedback on the digital platform of Google Docs. The students experienced negative and positive emotions which were influenced by several factors, such as students' English proficiency, learning motivation, and supporting facilities. The feeling could affect their attitude in responding to the task, whether they followed it with revisions or they didn't do any revisions.

It implied that receiving feedback may affect students' emotions, and thus, English educators need to take it into account by giving building the students' understanding of the nature of feedback. Feedback, furthermore, can be delivered step-by-step. For example, in a series of students task, the teacher can focus on giving feedback on certain aspects of the first feedback and 21 other aspect of the following task. The limitation of this study lies in the limited number of participants and the learners' level. Further studies may take more participants or different learners' levels for deeper investigation and point

out possible different characteristics of the learners.

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