



**PRIVATE SECONDARY SCHOOL STUDENTS' PREFERENCE AND  
PERCEPTION ON DIGITAL FEEDBACK MODE FOR THEIR ENGLISH ESSAY  
WRITTEN WORK IN ONLINE LEARNING CONTEXT**

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LOH KOON YING

## DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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## APPROVAL SHEET

This research paper attached hereto, entitled “Private Secondary School Students’ Preference and Perception on Digital Feedback Mode for their English Essay Written Work in Online Learning Context” prepared and submitted by Loh Koon Ying in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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Date: 20/4/22

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## **ABSTRACT**

If feedback delivered is ineffective, it would affect students' willingness and interest to understand the feedback. 50 private secondary school students in Penang were invited to participate in this quantitative research. Based on the findings, students' most preferred feedback mode is digital written feedback, followed by oral feedback, audio-visual recording feedback, and lastly, the least preferred feedback mode is voice recording feedback. Besides, most of them opted for understandable feature as the main factor that led them to prefer certain feedback modes. Thus, when providing feedback, simple yet powerful words should be utilised to ensure it would be more effective in improving their writing skill. Moreover, most of them perceive digital written feedback positively as they could review the permanent, understandable, detailed, clear or specific feedback whenever they want. Oral feedback is perceived as concise, detailed, understandable, less threatened and interactive, where they could seek instant clarification if they still have doubts. They agreed that voice recording feedback is personalised, understandable, less threatened, and useful for revision, where teacher's tone would be revealed, and misinterpretation of the feedback message could be avoided. Lastly, for audio-visual recording feedback, they believed that it is understandable, detailed, and the quality feedback could engage them to revise through listening and watching. Apparently, this research has provided an insight for the teachers to understand the affordances of various digital feedback modes to cater to different learners especially when it comes to distance learning.

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## LIST OF ABBREVIATIONS

### Abbreviations

1	Community of inquiry (CoI)
2	Research Question 1 (RQ 1)
3	Research Question 2 (RQ 2)
4	Teaching English as a second language (TESL)
5	Statistical Package for the Social Sciences (SPSS)
6	Statement 1 (S1)
7	Statement 2 (S2)
8	Statement 3 (S3)
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# CHPATER 1

## INTRODUCTION

### *1.0 Introduction*

This chapter includes background or study, problem statement, research objectives, research questions, scope of study, significance of study, limitation of study and lastly definition of key terms.

### *1.1 Background of study*

To start with, if learners have not mastered at using the correct word and proper method to write in their early study stage, they will find it tough to produce a piece of writing when they move on to tertiary education (Ahmad, 2018). Undoubtedly, writing is a complicated skill to acquire, and to a certain extent, due to its complexity, it hinders them to attempt to write. The situation is worsened when the mode of teaching has changed to online. This statement is agreed by Karataş and Tuncer (2020) where they asserted that several learners like to use a piece of paper for writing rather than the digital device as they did not familiar with the technology and consequently, this makes the learners less willing to write. However, Karataş and Tuncer (2020) also provided a solution for this issue where they stated that giving confirmation about their piece of writing could boost up the learners' motivation during online teaching and learning (Karataş & Tuncer, 2020). Besides that, Voelkel, Varga-Atkins and Mello (2020) claimed that feedback can be divided into three main types which are the content, writing skills and motivational types. Other than that, the basic level of feedback is starting from acknowledging, the next or the middle level of feedback is correcting and then lastly, the top level of feedback is explaining (Voelkel et al., 2020). Indeed, the feedback mode, which is how the educators provide comments typically the confirmation or guidance for learner's piece of writing is crucial.

Apart from that, giving feedback in the means of writing is said to be strong enough to continue to be popular in future (Jongekrijg & Russell, 1999). Chang, Cunningham, Satar and Strobl (2018) also claimed that it is unexpected that written comment will still exist at this moment and seems not being affected by the novel digital tool that is developing rapidly. Nevertheless, nowadays, feedback mode is categorized into several forms namely face-to-face, spoken, written, digital recording video and audio forms (Glazzard & Stones, 2019; Mohammed, 2021). Jongekrijg and Russell (1999) stated that having a video discussion to provide comment within a small group of people is more private or personal. If teachers do not give them personalized comments, learners will not feel content or do well in their study (Gallien & Oomen-Early, 2008). Additionally, conferencing enables the instructor to understand better the learners' problems and this way of providing feedback could encourage the students to express their thought and boost their self-esteem (Jongekrijg & Russell, 1999). Furthermore, audio feedback could provide more assistance to learners through speaking, and it is not intimidating (Jongekrijg & Russell, 1999). This is because the learners could hear the teacher's voice with the desire to help them and it eases them to repeatedly listen to the feedback in audio whenever they want to seek for clear explanation (Jongekrijg & Russell, 1999). In short, Jongekrijg and Russell (1999) asserted that audio feedback could save teachers' time and it seems to be more beneficial to students. On the contrary, the only weakness of audio feedback is that it hinders the learners to give their reasons why they do so when the instructors highlight or recognize the issue in the learner's piece of writing through voice record (Jongekrijg & Russell, 1999). In other words, audio feedback does not involve two-way communication (Jongekrijg & Russell, 1999). Moreover, text-based computer feedback is said to be clear or brief enough for the learners to read as the instructors need to plan well before sending the digital written form feedback to the learners (Jongekrijg & Russell, 1999).

Other than that, Vikneswaran and Krish (2015) mentioned that to improve learners' writing ability, the schools should carry out writing activities that go beyond traditional class such as online. Vikneswaran and Krish (2015) found that students' written work can be improved by utilising digital social media tools for them to comment or express opinions about their peer-written work. Also, students are excited and willing to compose effective English written work on Facebook as affected by their friends and the school environment (Vikneswaran & Krish, 2015). Ultimately, it is apparent that various kinds of feedback modes have evolved but still exist, being used and popular to date. In fact, feedbacks are vital to increase learner's awareness about their strengths and limitations (Jongekrijg & Russell, 1999). Simultaneously, different feedback modes will bring positive and negative impacts to the learners.

### ***1.2 Problem statement***

To begin with, the first issue is that students' willingness and interest to get comments for their writing will be affected if the particular feedback modes are ineffective (Mohammed, 2021). Hence, to make certain that the feedback provided is effective, it is extremely important to know the student's needs and preferred ways of receiving comments (Mohammed, 2021). In fact, teacher attempts to give equal or correct amount of specific feedback between compliment and criticism to make their piece of writing better (Bader, Burner, Iversen, & Varga, 2019). However, teachers' effort can be in vain if they are unclear about the learners' perception and preferred ways of getting feedback. Undeniably, providing feedback to students requires teacher to sacrifice a lot of time to do so (Jongekrijg & Russell, 1999). Unfortunately, the students tend to be passive during the process of receiving feedback because teacher is the one who prepares the feedback (Irwin, 2017). Similarly, the advanced students neither felt interested in the feedback nor acknowledged the importance of feedback (Glazzard & Stones, 2019). Therefore, it is possible to imagine that the learners to an extent

did not even look at the written feedback or try to understand its meaning (Jongekrijg & Russell, 1999). Occasionally, the feedback given to students will somewhat be ineffective and they will not cherish the feedback given to them. As a result, it is important to utilize students' preferred feedback mode as it has the function of encouraging learning (Glazzard & Stones, 2019). Above all, instructor should take into consideration students' preferences before making full use of the novel digital that could provide comments in online class (Chang et al., 2018).

Currently, there is insufficient research about private secondary school students' preference and perception towards feedback given to their English essay written work in online learning context. In fact, people mostly use university students as the samples (Chen, Chou, Tseng, & Su, 2018; Zhang, Chen, Hu, & Ketwan, 2021) but not the younger private secondary school students. In fact, the private school students mainly speak and use English as the means of communication in the private school environment (Vikneswaran & Krish, 2015). Thus, it is assumed that private school students' perception will be distinct by staying in an English environment. Zhang et al. (2021) encouraged other researchers to conduct this kind of study by using various school settings, as distinct from university institutions. Apparently, these two categories of students not only have an age gap but also have different ways of thinking or perception. This statement is further supported by Ahmed, McGahan, Indurkha, Kaneko and Nakagawa (2021) where they claimed that learners' preference is distinct, and learners will not have the similar impact on the received feedback according to the way they interact. Also, students' perception towards feedback can be affected based on their preference and this will cause them to fail to achieve the same study result as well as has an influence on their learning experience (Chen et al., 2018). Additionally, Orlando (2016) asserted that the important variable or factor, which is the younger age groups, has been neglected in the past research. In brief, because of the problems mentioned above, there is a

need to conduct this research imperatively to know the findings of the younger students' preference and perception towards the way of receiving feedback for their English written work.

### ***1.3 Research objectives***

- 1) To identify students' preferred feedback mode for their English essay written work.
- 2) To determine the perception of students towards various feedback modes.

### ***1.4 Research questions***

- 1) What types of feedback mode is preferred by students particularly for their English essay written work?
- 2) How do the students perceive various feedback modes?

### ***1.5 Scope of study***

This research aims to know what and why students prefer a particular way of getting feedback. Moreover, it is expected to cover at least 30 private secondary school students and determine their preference and perception towards the ways of receiving feedback for their English Essay written work. Besides, it will be conducted by disseminating the Google Forms survey questionnaire for them to fill in via WhatsApp.

### ***1.6 Significance of study***

Ultimately, it is said that learners can become more advanced in their writing by receiving comment from instructor (Lomotey & Gyima-Aboagye, 2021). However, the learner's feedback mode preference is unclear. Ahmad (2018) claimed that if the university or college students are weak in writing, it is hard for them to express their idea particularly about the complicated thing through academic writing. Thus, in the hope that to improve their

writing skills at the early age, it is important to know the younger students preferred feedback mode for their writing. Consequently, after conducting this research, the instructor can have the information about are the younger learners fond of the given feedback and employ the most effective one to best suit their learning style as well as to assist them in their future study journey.

In addition, different learner has different perception. For instance, some believe that certain feedbacks are concise and simple, whereas some look at those feedbacks from another angle and perceive them as interactive or detailed. Hence, this research not only aims to investigate the younger student's preference, but also explore how they view or perceive certain feedback modes for their English written work. In short, it is crucial to conduct this research so that it could be a guide or reference for the educators to utilise the younger students' preferred feedback mode to increase their interest, willingness in receiving the feedback and eventually improve their writing performance before they move on to tertiary education.

## ***1.7 Definition of key terms***

### ***1.7.1 Feedback***

Generally, feedback is also known as comments. Dawson, Henderson, Mahoney, Phillips, Ryan, Boud and Molloy (2018) defined feedback as the process that tells facts or detail about the learners' writing for them to actively understand it and utilize it to enhance their following piece of writing. According to Bulter and Winne (1995), feedbacks are the details and facts that provide confirmation to the students for them to make minor amendments in their written work so that it is good and more effective.

### ***1.7.2 Feedback mode***

Fundamentally, feedback mode means the way of providing feedback or how the teachers give the feedback to students. Based on Bakla (2020), due to the internet, novel feedback modes for written work exist. Besides, according to Ryan, Henderson and Phillips (2019), there are various feedback modes, and they are either in electronic or non-electronic means of giving details of comments.

### ***1.7.3 Perception towards feedback***

In general, perception refers to how one perceives feedback based on one's experience, preference and previous knowledge (Agricola, Prins, & Sluijsmans, 2020; Irwin, 2018). For instance, the participants' perception mostly will be a positive opinion when they like that particular feedback mode. Nevertheless, a particular feedback mode is perceived as efficient when it is understandable, multimodal, interactive and specific (Mohammed, 2021).



## CHAPTER 2

### LITERATURE REVIEW

#### *2.0 Introduction*

In this chapter, past research about the modern way of giving feedback, advantages and disadvantages of various feedback modes as well as students' preference and perception towards feedback mode will be discussed. Moreover, it introduces the theoretical framework that guides this research and reveals the conceptual framework of this research.

#### *2.1 Past research*

##### *2.1.1 Traditional and modern way of giving feedback*

The situation where teachers would straight mark or correct students' mistakes in their compositions and write down the comments on their submitted paper is known as the traditional means of providing feedback (Ariyanti & Nur, 2017). Avval, Asadollahfam and Behin (2021) claimed that due to the sudden outbreak, conventional means of giving feedback typically writing down the comments on a paper, talking to someone directly or face-to-face and are impossible to be practised. Hence, the ways of providing comments have transformed to online by integrating technology as affected by the pandemic (Avval et al., 2021). The reason that causes people to shift to electronic feedback is due to its' positive impact on students' writing standard (Rassaei, 2017, as cited in, Avval et al., 2021). In general, shifting to digital could serve as a new approach and an enhancement to the traditional resolution (Bogdandy, Tamas & Toth, 2020).

On the contrary, the modern way of giving feedback is through employing the electronic device to correct students' compositions (Ariyanti & Nur, 2017). In this modern era, many things have transformed into certain new modes. This is true as Chang et al. (2018)

asserted that the ways to transmit feedback are more prone to digital and in different media. To start with, the learners who are of the same age provide feedback using Facebook, which is a modern way of giving feedback, is said to be better than the traditional means of giving feedback (Ho, Phung, Oanh, & Giao, 2020). This is because the language used in digital peer feedback is not that rigid and hence causing them to believe their friends' intention is not to harm them (Ho et al., 2020). Another novel way of giving feedback is in digital writing particularly using email and computer programs that can be used on the internet or not connected to the internet (Bakla, 2020). In short, peer feedback and written feedback no longer only be considered as traditional means of providing feedback as they are integrated with the use of technology.

Other than that, the feedback that is categorized with several different modes is also a modern means of delivering feedback to learners. Nonetheless, Bakla (2020) stated that having a variety of feedback modes was useful to weaker learners but not to the high proficiency learners due to its redundancy (Bakla, 2020). Multimodal video feedback demonstrates the feedback object typically the students' written product with the visual and auditory features to communicate feedback (Froehlich & Guias, 2021). To put it simply, multimodal feedback is very useful to the students who like to listen to or watch to learn something (Bakla, 2020). Not only that, to some degree, the presence of teacher's voice together with the annotation shown in the video feedback could partly make them easier to remember their mistake (Bakla, 2020). To improve learners' writing structure, instructors can use screencast to demonstrate while explaining rather than just pinpointing the mistake made (Orlando, 2016).

### ***2.1.2 Advantages and disadvantages of various feedback modes***

In the long run, students can become better in their studies by receiving feedback from instructor (Bahri, 2019). This statement is further supported by Dawson et al. (2018) where they found that the majority of the stakeholders namely the learners and educators thought that giving comments was obviously aimed to allow them to improve or make them become better such as the overall capabilities to compose writing and evaluate the writing. However, only a few stakeholders agreed that the aim of providing feedback was to care for their feelings particularly to push them to feel motivated (Dawson et al., 2018). To begin with, Bakla (2020) claimed that learners' speaking skills would be enhanced when they respond to the comments and were asked to provide feedback to their classmates verbally. In addition, Chang et al. (2018) highlighted the benefit of audio and video comments where the students will feel the sense of closeness due to the tone and expression shown on the teacher's face. Also, the worldwide issues are often being highlighted thoroughly by using screencast feedback mode rather than using written comments because it needs more explanations (Bakla, 2020). Hence, learners could understand easier by watching the comments repeatedly as they want and controlling the speed if the feedback mode is screencast (Bakla, 2020).

On top of that, Irwin (2018) further asserted that it is a complicated process where the instructors need to pay thorough attention before giving certain sorts of feedback to the learners. Nonetheless, Glazzard and Stones (2019) further addressed that the university students, especially those who score well, feel uninterested to look at the written comments. This is because the comments that wrote by instructors tend to be vague and sometimes unable to make the authors feel that they are important (Elola & Oskoz, 2016, as cited in Mohammed, 2021). Bakla (2020) reported that due to the lack of visual image, it is hard to comprehend the audio feedback. Not only that, audio type of comments is also quite time-consuming where the learners have to listen repeatedly in order to do revision (Mohammed,

2021). Furthermore, Silva (2012, as cited in Mohammed, 2021) stated that providing comments in video form will sometimes lead the voice not following exactly the visual information. Undoubtedly, learner will be demotivated to write when instructors employ inappropriate way of giving comments online (Ahmed et al., 2021). In short, the provision of feedback in different means has its pros and cons and henceforth, teachers need to know their students preferred feedback modes and apply them in the class.

### ***2.1.3 Students' preference and perception towards feedback mode***

According to Voelkel et al. (2020), learners think that how good or bad a comment is the matter but not how many comments are provided. Based on the students' point of view, a good comment carries a lot of information, is straight to the point, is clear and includes the exact way to improve (Voelkel et al., 2020). In reality, a large number of students agreed that their writing skills could be enhanced by getting the instructor's feedback (Irwin, 2018). For instance, to avoid the same mistake, the weak learners were prone to use the available comments (Glazzard & Stones, 2019). Besides, majority of them perceived electronic feedback is more useful than written comments (Bakla, 2020). Nonetheless, Orlando (2016) found that the senior learners picked written comments as their first preferred feedback mode because they were more familiar with the traditional written comment and their lecture did not expose them to the digital medium.

On top of that, Bakla (2020) study revealed that learners did not fond of merely one feedback mode, but they did point out the possible strength and limitation for each way of giving feedback. To illustrate this, they did not like to spend time having writing meetings where they are with another person and talking to them because they were not situated in a relaxed condition (Bakla, 2020). Furthermore, Grigoryan (2017) discovered the learners' preference where they like audiovisual and text-based feedback to be put together rather than

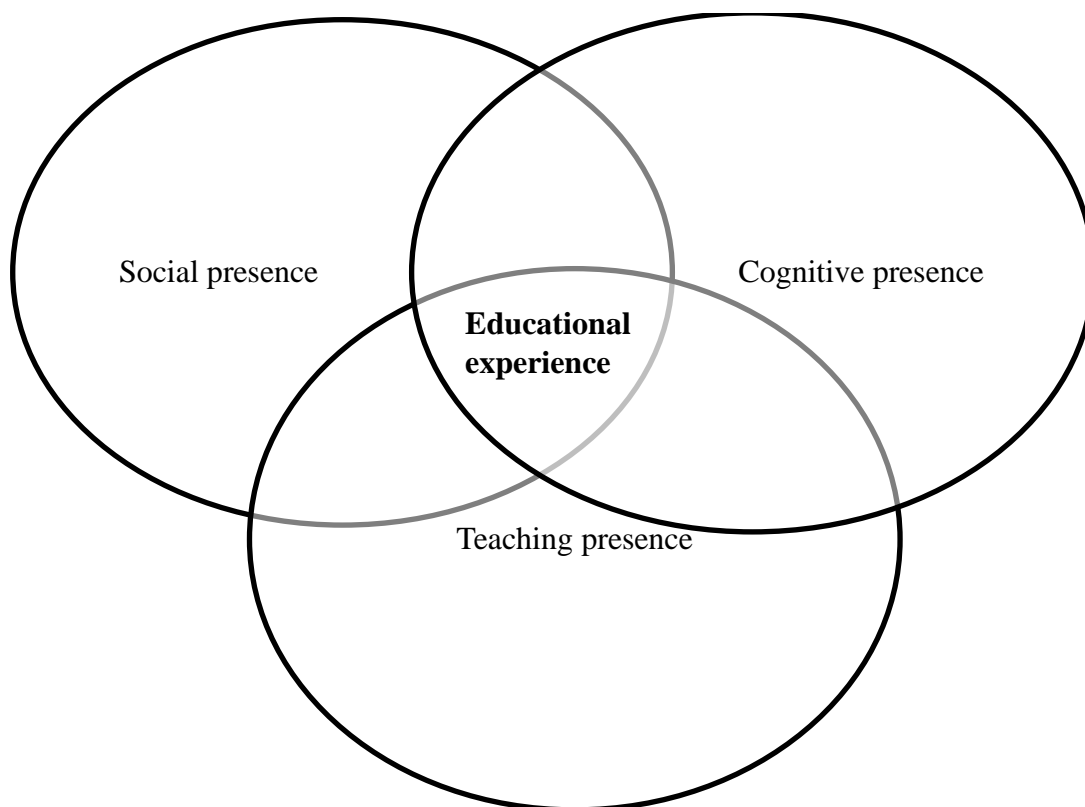
only text-based feedback. The learners thought that this combination of two different means of transmitting feedback could assist them to comprehend the detailed comments in general (Grigoryan, 2017). In addition, learners are also fond of audiovisual comments where it is more private and useful for them to revise (Grigoryan, 2017). To summarise, past studies have shown that every learner has their own preferred feedback mode. Some are fond of traditional way of receiving feedback, whereas some liked to get digital feedback.

## ***2.2 Theoretical framework***

### ***2.2.1 Community of inquiry (CoI) model***

**Figure 1**

Theoretical framework of giving feedback



*Note.* This theoretical framework is proposed by (Garrison et al., 2000, as cited in Grigoryan, 2017)

The theory used in this research is the community of inquiry (CoI) model proposed by Garrison et al. (2000, as cited in Grigoryan, 2017). Grigoryan (2017) claimed that CoI model has three components namely social presence, cognitive presence, and teaching presence that can enable students to make sense in online environment.

Firstly, cognitive presence is the same as the notion of discussion (Grigoryan, 2017). When the learners interact with the teachers and friends, they could develop knowledge (Grigoryan, 2017). The audiovisual comment is connected to cognitive presence as it included discussing and sharing ideas as well as coping with the wrong idea of learners because of failure to understand the subject properly (Grigoryan, 2017). Hence, to maximise cognitive presence, electronic written comments could help to tackle this misconception issue where the learner can understand easier and get a good result (Grigoryan, 2017).

Secondly, teaching presence is to make the stakeholders aware of the individual's meaningful and important learning result through designing, facilitating and directing of thinking social process (Richardson, Arbaugh, Cleveland-Innes, Ice, Swan, & Garrison, 2012). To organize or design, teacher ought to start recording voice together with the visual for the teaching material and give step-by-step instructions about the effective way to utilize the learning material (Richardson et al., 2012). To facilitate discussion, teacher should review and give feedback about the peer feedback, make the passive students feel less shy and more willing to talk (Richardson et al., 2012). Finally, to direct instruction, teachers are supposed to find out or test the appropriateness of feedback to ensure students could comprehend exactly the instruction (Richardson et al., 2012) Additionally, Richardson et al. (2012) also mentioned that teacher has the role to facilitate discussion by utilizing different ways of providing comment and to ensure students are satisfied with the digital way of communicating information.

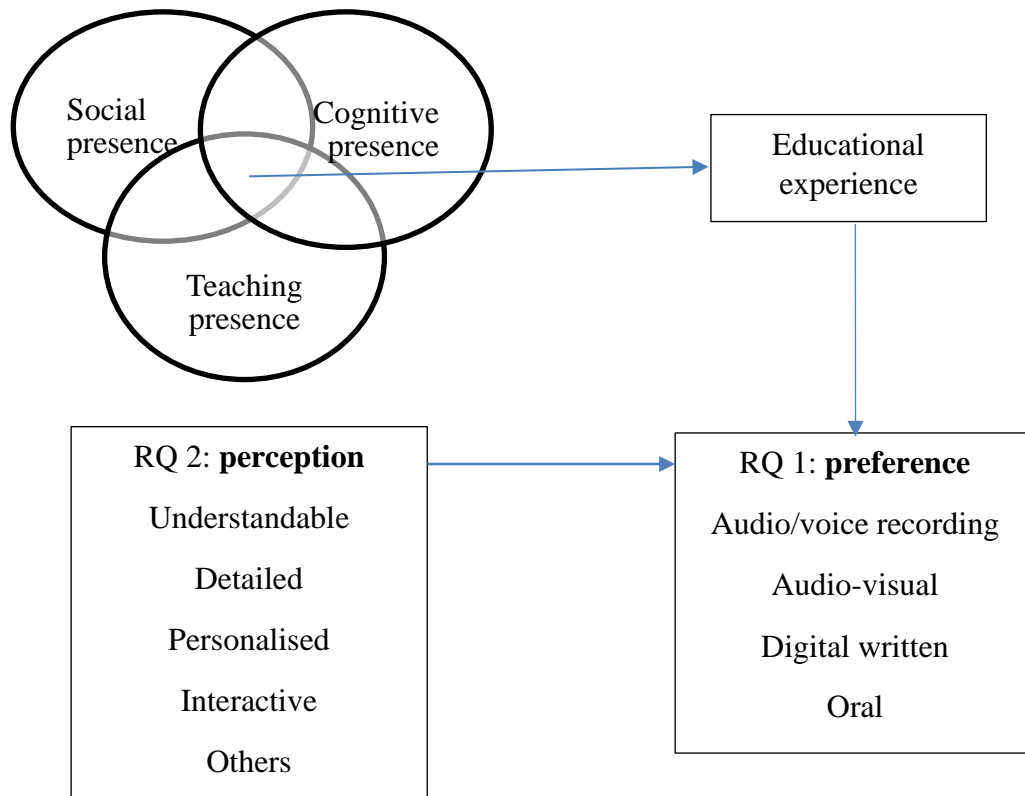
Thirdly, social presence refers to the capabilities of the stakeholder in CoI to present his or her characteristic as a non-imaginary individual (Garrison et al., 2000). It is crucial in virtual class to ensure the learners are mentally connected to the subject, instructor and hence maximising their learning experience with contentment (Shearer, 2013, as cited in Grigoryan, 2017). Communicating openly and expressing emotion are included under the social presence component and teacher can display who they are and how they behave by using digital technology to record themselves (Grigoryan, 2017).

In fact, the CoI model enlightens the researcher to think about the elements namely cognitive presence, teaching presence and social presence could involve in the feedback mode, the way of providing feedback. If all the three elements or even one or two elements are presented in the feedback mode, they could be the possible factors that affect why the learners are fond of a particular feedback mode. To further illustrate this, teacher could just provide comments by creating a PowerPoint slide to show the correct rules of grammar to the learners when they tend to write run-on sentences in their piece of writing (Grigoryan, 2017). It is said that by doing so, students can gain understanding and improve their study due to the high level of teaching and cognitive presence (Grigoryan, 2017). Another instance is about social presence where the presence of instructor and instructor's voice comments that reveal the tone, which sounds like talking or communicating, can make learners feel special (Grigoryan, 2017). In short, this CoI model guides this research particularly the ways of providing feedback to the learners.

### 2.3 Conceptual framework

**Figure 2**

Conceptual framework of students' feedback mode preference in online learning



Fundamentally, the implementation of research is guided by the CoI model as proposed by (Garrison et al., 2000, as cited in Grigoryan, 2017). When delivering the feedback with the presence of teaching, social and cognitive, it could build the learners' educational experience. Consequently, this educational experience will then form their preference towards certain feedback modes namely voice recording, digital written, oral and audio-visual feedback, where it is one of the research objectives that aims to identify students' preferred feedback mode for their English essay written work. Moreover, the reasons why students preferred certain feedback modes are due to their distinct perceptions such as it is understandable, detailed, personalised, interactive and so on. Hence, this research also aims to determine the perception of students towards various feedback modes.



## **CHAPTER 3**

### **METHODOLOGY**

#### ***3.0 Introduction***

This chapter begins with the research design, population and sampling method, as well as the instrumentation. Besides, it will end by showing how data will be collected and analysed.

#### ***3.1 Research Design***

To start with, this research will be a quantitative research and Google Forms survey questionnaire will be utilized. Roopa and Rani (2012) claimed that inconsistency and incoherence of data will not appear if questionnaire is employed. Undeniably, survey questionnaire method is effective to gain the subjective data from many samples at the same time when they answer the standardized questions which are about their preference and opinion on feedback mode for their English essay written work. The responses that are collected from the survey will then be easier to examine into insightful statistics. According to Nassaji (2015), descriptive research mainly emphasizes on what, and it aims to describe some noticeable features or qualities of certain things. Therefore, this research is in line with the descriptive design where it enables the researcher to know the trend by exploring what are the students' preferred feedback mode and why they like that particular feedback mode due to certain characteristics of a particular feedback mode.

#### ***3.2 Population and Sampling Method***

The private secondary school students will be the samples of this research. According to Banoo (2020), it is easier for the private school to transform the means of teaching from physical teaching to online teaching. Hence, there is a higher chance where the private school

would employ digital devices when providing feedback to the students' piece of writings. The chosen participants will be in online learning context or have already gone through online class. It is expected that the total number of participants will be ten per cent of the population in the Penang area in Malaysia. In Malaysia, many adolescents are surrounded by digital or technological devices, and they are part of it (Tan, Ng, & Saw, 2012). Thus, to be more specific, the coverage area of this research is just in Penang, the urban area in Malaysia.

Moreover, the sampling method of this research is purposive sampling. Maxwell (1996, as cited in Taherdoost, 2016) mentioned that purposive sampling is a technique that enables the researcher to gain vital information from the targeted respondents that are purposely being chosen. To further illustrate this, the criteria for the sample selection are the chosen participants must be between 13 and 17 years old and study in a private institution. If they have the experience of writing essay in their online class and receive feedback from their teacher in any digital means such as oral, digital written, voice recording and audio-visual feedback, it will be more ideal. Additionally, Taherdoost (2016) also highlighted the benefits of using purposive sampling, which are useful and less arduous in terms of time. Above all, it suits the researchers who wish to discover more about certain things through the research findings (Taherdoost, 2016), where it is on a par with this research purpose.

### ***3.3 Instrumentation***

#### ***3.3.1 Questionnaire***

The survey questionnaire (see Appendix A) will be the instrument to gather the data to seek answers for the two research questions. There are 5 sections namely section A, B, C, D and E. Section A requires the participants to fill in the demographic information particularly their gender, age and other questions to know whether they are fit to be this research targeted participants or not. Next, section B is about how-often questions to explore their educational

experience. Then, section C questions will identify their preferred feedback modes by asking them to rank the most preferred to least preferred feedback mode as well as to pick the reasons that cause them to choose that particular feedback mode as their first choice. After that, section D will explore their perception towards certain feedback modes typically oral feedback, digital written feedback, audio recording feedback and audio-visual feedback. Lastly, a few open-ended questions are asked at the end of the survey questionnaire in section E. It is good to add in a few open-ended questions as this does not limit the participants where they can use their own words freely to express their opinion (Roopa & Rani, 2012).

Indeed, the questionnaire is designed in a step-by-step manner which is from demographic information, educational experience, preference and slowly move on to perception. Sreejesh, Mohapatra and Anusree (2014) asserted that the sequence of questions in a questionnaire is extremely vital to ensure the participants will provide the necessary information that is needed for research. In fact, the questions are adapted from Mohammed (2021) research. The 4 types of feedback modes and the factors that affect their perception towards that particular feedback mode as stated in the conceptual framework are the elements that are adapted from the Mohammed (2021) research in this questionnaire. However, the style of asking questions is different from the Mohammed (2021) research where 5-point Likert Scale is used in section B, C and D to ease the participants to choose the answer as well as to enable the researcher to analyse the data

### ***3.3.2 Pilot study***

The instrument used in this research namely the questionnaire ought to be a good source to collect data. Therefore, a pilot study was conducted on 15 secondary school students where they were invited to answer the online survey questionnaire. The purpose of conducting a pilot study is to ensure the questionnaire is free from any methodological issue

and to test its validity and reliability (Feng & Yamat, 2019). In other words, this could ensure the questionnaire is clear for them to understand and answer as well as to detect whether there is any room of improvement that can be made in the questionnaire. The data collected from the 15 participants is crucial to generate Cronbach Alpha value to test its' reliability. According to Feng and Yamat (2019), they claimed that 0.7 or 0.6 is general accepted alpha value, and 0.8 or higher alpha value is regarded as good reliability. Apparently, the instrument used in this research is reliable as the Cronbach's Alpha value of each section in the questionnaire are all above 0.8. Table 1 and 2 below show the Cronbach's Alpha values of section B and D respectively.

Table 1

*Cronbach's Alpha value of section B*

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
.858	.858		4

Table 2

*Cronbach's Alpha value of section C*

Reliability Statistics			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
.896	.901		14

Since the items in section C are not in scale, hence, four experts were invited to review the items in section C to ensure it is a good instrument to be used. They were appointed based on their expertise that is related to this research. The selection of experts'

review is considered valuable as they could find the items' issue which will reduce the quality of survey data (Olson, 2010). The selection of experts should be based on a few criteria particularly they need to be at least a master's degree holder or have taken graduate-level coursework which is related to survey methodology or questionnaire design (Olson, 2010). Table 3 below shows the experts' expertise and qualifications.

Table 3

*The experts' area of expertise and qualifications*

Experts' pseudonyms	Area of expertise	Qualifications
A	Teaching English as a second language (TESL)	<p>Doctor of Philosophy, Universiti Putra Malaysia (Teaching English as a Second Language)</p> <p>Master of Science, Universiti Putra Malaysia (TESL)</p> <p>Bachelor of Education (Hons), Universiti Putra Malaysia (TESL)</p>
B	Teaching English as a second language (TESL)	<p>Master of Education, Open University Malaysia</p> <p>Diploma in Education (Teaching English as a Second Language (TESL)), Universiti Teknologi Malaysia</p>

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		Bachelor of Arts (Linguistics), Southern Illinois University at Carbondale
C	Blended Learning, E- Learning, Educational Technology, Gamifying Learning, MOOCs, Teacher Professional Development, Web 2.0 Tools	Master of Education (Teaching of English as a Second Language), Universiti Pendidikan Sultan Idris  Bachelor of Education (Hons) (TESL), Management and Science University (MSU)
D	Mobile-assisted language learning, Teaching English as Second Language	Master of Science, Universiti Malaysia Pahang  Bachelor of Education (Hons) (Teaching English as a Second Language (TESL)), Universiti Teknologi MARA

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In fact, the four experts had given some comments regarding the items in section C for improvement purposes particularly suggesting a more appropriate word choice and excluding certain words which were in a bracket. The research had made some modifications to the words used in the questions and the choices. For instance, for question 1 in section C, the word ‘rank’ was used instead of ‘rate’ to make the question sounds more appropriate. Besides, the sentence “you may choose more than 1 reason” was added in section C question

2 to make it more reasonable. Another amendment made was to rephrase the words used in the choices for question 2 that act as the reasons to make sure it would not confuse the participants' understanding.

### ***3.4 Data collection***

Firstly, a permission letter will be sent to the private secondary school. After the school has approved, the researcher will share the Google Forms survey questionnaire link for the students via WhatsApp to take part in answering the questions. It is expected that at least 30 students will answer the questionnaire. Before they answer the questionnaire, the consent form will be included in it. Informed consent is necessary because the research has human involvement and to make sure it can be conducted in ethical manner (Nijhawan, Janodia, Muddukrishna, Bhat, Bairy, Udupa, & Musmade, 2013). Also, informed consent enables the participants to know about their rights, the research purpose, to ensure they are willing to take part in this research (Nijhawan et al., 2013).

### ***3.5 Data analysis***

After the data is completely collected, Statistical Package for the Social Sciences (SPSS) will be employed. In general, the research will have to insert the raw data and choose the appropriate statistics or graphs that suit the data best. To further illustrate this, tables will be created to show the findings from the questionnaire. After creating the tables that display the findings, the researcher will need to analyse each created table accordingly.

## CHAPTER 4

### FINDINGS AND ANALYSIS

#### *4.0 Introduction*

The research objectives are to identify students' preferred feedback mode for their English essay written work and also to determine the perception of students towards various feedback modes. To analyse the data collected in the questionnaire that are about their preference and perception, the researcher employs SPSS and opt for the descriptive statistical analysis method. Moreover, thematic analysis is used to analyse the 2 open-ended questions in the questionnaire, which could support and make the findings of participants' preferences and perceptions to become more believable. Hence, this chapter will mainly reveal the findings and analysis gained for this research starting from demographic information, educational experience, the first research question which is about the preference of students, the second research question which is about the perception of students, thematic analysis of the open-ended questions and lastly, it ends with a conclusion for this chapter.

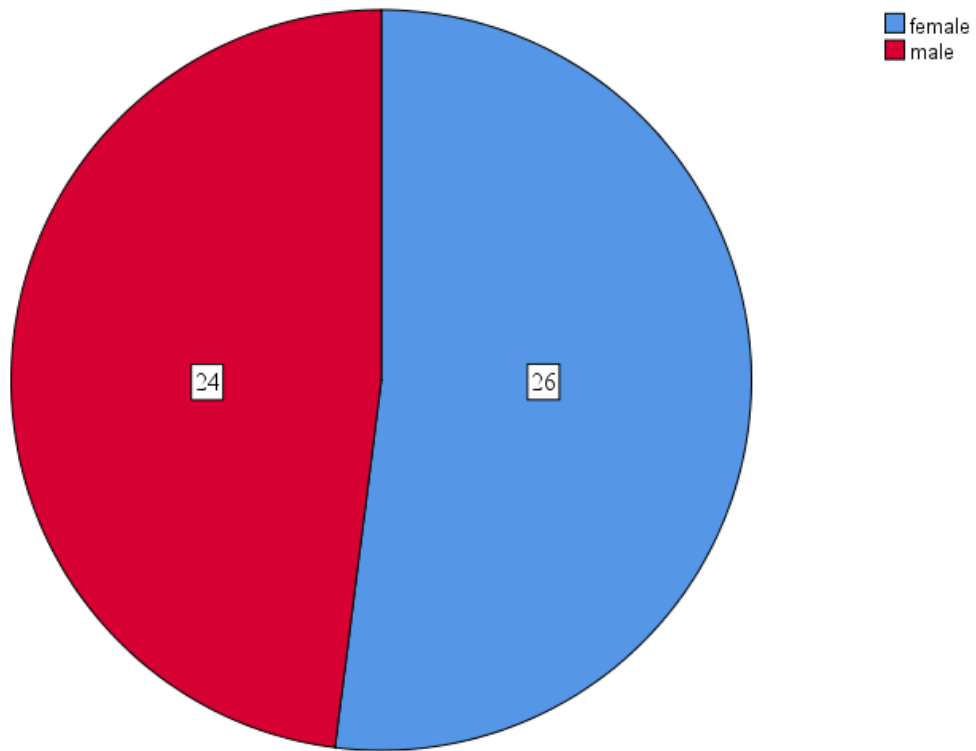
#### *4.1 Demographic information*

There were in total 50 participants from the private secondary institution participated to answer the questionnaire. The students were from various private schools in Penang typically Northern Lights Private school, Jit Sin Independent High School, Gems International School, and other Penang private institutions.

Figure 3

*Gender of the 50 private secondary school students*





According to Figure 3 above, 26 of them are female students and 24 of them are male students.

Table 4

*Age of 50 private school students*

Participants' age	Number of participants
13	10
14	9
15	12
16	8

Table 4 shows the age of the participants. As shown in Table 4, most of the participants were 15 years old and 12 of them took part in this research. Next, the second highest age group was 17 years old, which consists of 11 participants, and 10 participants were 13 years old. Then, there were 9 participants aged 14, followed by 8 participants aged 16.

Table 5

*The experience of writing essay during online English class*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	49	98.0	98.0	98.0
	No	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Additionally, Table 5 shows that 98% of them did write essays during online English class and only 2% of them did not.

Table 6

*The experience of receiving feedback during online English class*

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Yes	43	86.0	86.0	86.0
	No	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Table 6 shows another finding where 86% of them had received certain feedbacks for their English essay during online English class, but it is quite surprising that 14% of them did not receive any feedback about their English essay from their teachers during online English class.

#### ***4.2 Educational experience***

Table 7

*Frequency of receiving oral feedback during online English learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	7	14.0	14.0	14.0
	Sometimes	35	70.0	70.0	84.0
	Rarely	5	10.0	10.0	94.0
	Never	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

According to Table 7, there were 7 (14%) private school students often receive oral feedback during online English class and 35 (70%) private school students sometimes receive it. On the contrary, 5 (10%) of them rarely receive oral feedback and only 3 (6%) of them never get oral feedback from their teachers about their English essays during online English class.

Table 8

*Frequency of receiving digital written feedback during online English learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	2	4.0	4.0	4.0
	Often	2	4.0	4.0	8.0
	Sometimes	40	80.0	80.0	88.0
	Rarely	4	8.0	8.0	96.0
	Never	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

According to Table 8, there were 2 (4%) private school students always receive digital written feedback and 2 (4%) of them often receive digital written feedback during online English classes. Besides, the majority of students, which were 40 (80%) of them, sometimes receive digital written feedback during their online English learning. On the contrary, 4 (8%) of them rarely receive digital written feedback and 2 (4%) of them never get digital written feedback from their teachers about their English essays during online English class.

Table 9

*Frequency of receiving voice recording feedback during online English learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	2	4.0	4.0	4.0
	Rarely	11	22.0	22.0	26.0

Never	37	74.0	74.0	100.0
Total	50	100.0	100.0	

According to Table 9, only 2 (4%) private school students sometimes receive voice recording feedback during online English classes. On the other hand, most students, which were 37 (74%) of them, never receive voice recording feedback and 11 (22%) of them rarely get voice recording feedback from their teachers about their English essays during online English class.

Table 10

*Frequency of receiving audiovisual recording feedback during online English learning*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	1	2.0	2.0	2.0
	Rarely	2	4.0	4.0	6.0
	Never	47	94.0	94.0	100.0
	Total	50	100.0	100.0	

Based on Table 10, only 1 (2%) of private school students sometimes receive audiovisual recording feedback during online English classes. On the other hand, most students, which were 47 (94%) of them, never receive audiovisual recording feedback and 2 (4%) of them rarely get audiovisual recording feedback from their teachers about their English essays during online English class.

#### **4.2.1 Summary**

In short, oral feedback and digital written feedback were most utilized by the private school teachers instead of using voice recording or audiovisual feedback during their online English classes. Moreover, the educational experience of the students about how often they receive the feedback in different modes would affect their preference and perception towards various feedback modes.

### **4.3 First research question**

What types of feedback mode is preferred by students particularly for their English essay written work?

#### **4.3.1 Preference of students**

To seek answer to the first research question, the students were asked to rank the four feedback modes namely oral, voice recording, audio-visual recording, and digital written. Among the four feedback modes, they would like to receive which feedback mode for their English essay during online English class by starting to rank their most preferred feedback mode to the least preferred one.

Table 11

*Mean and standard deviation for the student's preferred feedback mode*

		First choice	Second choice	Third choice	Fourth choice
N	Valid	50	50	50	50
	Missing	0	0	0	0
Mean		2.9000	2.2200	2.5400	2.3400
Std. Deviation		1.29756	1.20017	.95212	.89466

Table 11 above shows the mean and standard deviation for the four choices given to the students. The mean and the standard deviation for the first choice are 2.9 and 1.29756 respectively. Then, the mean and the standard deviation for the second choice are 2.22 and 1.20017 respectively. For the third choice, the mean and the standard deviation are 2.54 and 0.95212 respectively. Lastly, the mean and the standard deviation for the fourth choice are 2.34 and 0.89466 respectively.

Table 12

*First preferred feedback mode*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oral	14	28.0	28.0	28.0
	Voice recording	2	4.0	4.0	32.0
	Audiovisual	9	18.0	18.0	50.0
	Digital written	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

Based on Table 12, majority of the private school students, which is 25 (50%) of them like to receive digital written feedback, where they chose it as their first choice. Next, 14 (28%) of them chose oral feedback as their first choice. Then, there were 9 (18%) of them selected audiovisual feedback and only 2 (4%) of them picked voice recording feedback as their first choice.

Table 13

*Second preferred feedback mode*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oral	21	42.0	42.0	42.0
	Voice recording	7	14.0	14.0	56.0
	Audiovisual	12	24.0	24.0	80.0
	Digital written	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Based on Table 13, majority of the private school students, which is 21 (42%) of them chose oral feedback as their second choice. Next, 12 (24%) of them opted for audiovisual feedback as their second choice. Then, there were 10 (20%) of them selected digital written feedback and only 7 (14%) of them picked voice recording feedback as their second choice.

Table 14

*Third preferred feedback mode*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oral	8	16.0	16.0	16.0
	Voice recording	15	30.0	30.0	46.0
	Audiovisual	19	38.0	38.0	84.0
	Digital written	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

According to Table 14, majority of the private school students, which is 19 (38%) of them chose audiovisual feedback as their third choice. Next, 15 (30%) of them opted for



voice recording feedback as their third choice. Then, there were 8 (16%) of them selected digital written feedback as their third choice, and the same, there were also 8 (16%) of them picked oral feedback as their third choice.

Table 15

*Fourth preferred feedback mode*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oral	7	14.0	14.0	14.0
	Voice recording	26	52.0	52.0	66.0
	Audiovisual	10	20.0	20.0	86.0
	Digital written	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

According to Table 15, majority of the private school students, which is 26 (52%) of them chose voice recording feedback as their fourth choice. Next, 10 (20%) of them opted for audiovisual feedback as their fourth choice. Then, there were 7 (14%) of them selected digital written feedback as their fourth choice, and the same, there were also 7 (14%) of them picked oral feedback as their fourth choice.

**4.3.2 Summary**

In brief, it is obvious that the first research question was answered where the students prefer digital written feedback the most. Among the four feedback modes, oral feedback is their second preferred feedback mode. In fact, this is quite tally with their educational experience where students would prefer certain feedback modes if the feedback modes were commonly utilized by teachers and students were often exposed to them during their online

learning. Moreover, the third preferred feedback mode is the audiovisual feedback and followed by the voice recording feedback, which is the fourth preferred feedback mode among the private secondary school students. This is because teachers seldom use audiovisual and voice recording feedback and hence causing them to be less preferred by the students.

#### ***4.4 Second research question***

How do the students perceive various feedback modes?

##### ***4.4.1 Perception of students***

To answer the second research question, students were asked to choose what were the reasons that cause them to fond of the first preferred feedback mode. Besides that, students were also required to answer the 5-point Likert scale questions to know their perception by specifying their agreement level towards 14 statements which are about various feedback modes.

Table 16

*Reasons why they choose the feedback mode as their first choice*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Understandable	28	24.0	24.0	24.0
	Detailed	19	16.4	16.4	40.4
	Personal/private	14	12.1	12.1	52.5
	Specific	27	23.3	23.3	75.8
	Interactive	14	12.1	12.1	87.9

Concise	14	12.1	12.1	100.0
Total	116	100.0	100.0	

Based on Table 16, most of the students chose ‘understandable’ as their reason why they prefer that particular feedback mode, where it gained the highest frequency of 28 among the other reasons. Another reason is ‘specific’, and it gained the second highest frequency of 27. Besides, some students would consider the detailed feedback when deciding which feedback mode is their first choice, and the reason ‘detailed’ gained the third highest frequency of 19. Moreover, ‘private or personal’, ‘interactive’ and ‘concise’ feedbacks got the same frequency of 14, where students believed they are the main factors when picking their first preferred feedback mode.

Table 17

*Mean and standard deviation of students’ perception towards digital written feedback*

	N	Mean	Std. Deviation
S1	50	4.2600	.56460
S2	50	3.7000	.54398
S3	50	3.7000	.54398
S4	50	3.8200	.56025
Valid N (listwise)	50		

Table 17 shows the mean and standard deviation of students’ perception towards digital written feedback. The mean and the standard deviation for S1 are 4.26 and 0.56460 respectively. Then, the mean and the standard deviation for the S2 and S3 are the same which

are 3.70 and 0.54398 respectively. Lastly, the mean and the standard deviation for S4 are 3.82 and 0.56025 respectively.

Table 18

*S1: If I receive digital written feedback, I can refer to it when I do revision.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	0	0.0	0.0	0.0
	Neutral	3	6.0	6.0	6.0
	Agree	31	62.0	62.0	68.0
	Strongly agree	16	32.0	32.0	100.0
	Total	50	100.0	100.0	

Based on Table 18, none of the students strongly disagreed or disagreed with S1. However, majority of them, which is 31 (62%) of them agreed to S1 and followed by 16 (32%) of them strongly agreed to S1. Additionally, there were only 3(6%) of them chose ‘neutral’ as their answer to S1.

Table 19

*S2: Digital written feedback is easy to understand.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0

Disagree	1	2.0	2.0	2.0
Neutral	14	28.0	28.0	30.0
Agree	34	68.0	68.0	98.0
Strongly agree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Based on Table 19, none of the students strongly disagreed with S2, but there was 1 (2%) student disagreed with S2. Nevertheless, majority of them, which is 34 (68%) of them agreed to S2 and followed by 1 (2%) of them strongly agreed to S2. Additionally, there were 14 (28%) of them chose ‘neutral’ as their answer to S2.

Table 20

*S3: If I receive digital written feedback, I will get more details about the mistake I made in my essay.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	2	4.0	4.0	4.0
	Neutral	11	22.0	22.0	26.0
	Agree	37	74.0	74.0	100.0
	Strongly agree	0	0.0	0.0	100.0
	Total	50	100.0	100.0	

Based on Table 20, none of the students strongly disagreed or strongly agreed to S3. However, majority of them, which is 37 (74%) of them agreed to S3 and followed by 11

(22%) of them chose 'neutral' as their answer to S3. On the contrary, there were only 2 (4%) of disagreed to S3.

Table 21

*S4: Digital written feedback has a specific description of my strength and weakness in writing.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	2	4.0	4.0	4.0
	Neutral	7	14.0	14.0	18.0
	Agree	39	78.0	78.0	96.0
	Strongly agree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Based on Table 21, none of the students strongly disagreed with S4, but there were 2 (4%) students disagreed with S4. Nevertheless, majority of them, which is 39 (78%) of them agreed to S4 and followed by 2 (4%) of them strongly agreed to S4. Additionally, there were 7 (14%) of them chose 'neutral' as their answer to S4.

Table 22

*Mean and standard deviation of students' perception towards oral feedback*

	N	Mean	Std. Deviation
S5	50	3.8200	.52255
S6	50	3.6400	.59796

S7	50	3.8000	.57143
S8	50	2.3200	.91339
Valid N (listwise)	50		

Table 22 shows the mean and standard deviation of students' perception towards oral feedback. The mean and the standard deviation for S5 are 3.82 and 0.52255 respectively. Then, the mean and the standard deviation for the S6 are 3.64 and 0.59796. Next, 3.80 and 0.57143 are the mean and the standard deviation of S7. Lastly, the mean and the standard deviation for S8 are 2.32 and 0.91339 respectively.

Table 23

*S5: Oral feedback given by my teacher for my English written work is short and clear*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	1	2.0	2.0	2.0
	Neutral	9	18.0	18.0	20.0
	Agree	38	76.0	76.0	96.0
	Strongly agree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

According to Table 23, none of the students strongly disagreed with S5, but there was 1 (2%) student disagreed with S5. However, majority of them, which is 38 (76%) of them agreed to S5 and followed by 2 (4%) of them strongly agreed to S5. Additionally, there were 9 (18%) of them chose 'neutral' as their answer to S5.

Table 24

*S6: If I receive oral feedback in online English class, I will get more details about the mistake I made in my piece of writing.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	1	2.0	2.0	2.0
	Neutral	18	36.0	36.0	38.0
	Agree	29	58.0	58.0	96.0
	Strongly agree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

According to Table 24, none of the students strongly disagreed with S6, but there was 1 (2%) student disagreed with S6. Nonetheless, majority of them, which is 29 (58%) of them agreed to S6 and followed by 2 (4%) of them strongly agreed to S6. Additionally, there were 18 (36%) of them chose ‘neutral’ as their answer to S6.

Table 25

*S7: If I receive oral feedback, I will understand better what my strengths and weaknesses are.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	1	2.0	2.0	2.0



Neutral	11	22.0	22.0	24.0
Agree	35	70.0	70.0	94.0
Strongly agree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Based on Table 25, none of the students strongly disagreed with S7, but there was 1 (2%) student disagreed with S7. However, majority of them, which is 35 (70%) of them agreed to S7 and followed by 3 (6%) of them strongly agreed to S7. Besides, there were 11 (22%) of them chose 'neutral' as their answer to S7.

Table 26

*S8: Oral feedback provided in online English class makes me feel threatened.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	14.0	14.0	14.0
	Disagree	28	56.0	56.0	70.0
	Neutral	7	14.0	14.0	84.0
	Agree	8	16.0	16.0	100.0
	Strongly agree	0	0.0	0.0	100.0
	Total	50	100.0	100.0	

According to Table 26, none of the students strongly agreed to S8, but there were 8 (16%) students agreed to S8. Nevertheless, majority of them, which is 28 (56%) of them disagreed with S8 and followed by 7 (14%) of them strongly disagreed with S8. Besides,

there were 7 (14%) of them chose 'neutral' as their answer to S8.

Table 27

*Mean and standard deviation of students' perception towards voice recording feedback*

	N	Mean	Std. Deviation
S9	50	3.7200	.75701
S10	50	3.5600	.57711
S11	50	3.5000	.76265
S12	50	3.6400	.66271
Valid N (listwise)	50		

Table 27 indicates the mean and standard deviation of students' perception towards voice recording feedback. The mean and the standard deviation for S9 are 3.72 and 0.75701 respectively. Then, the mean and the standard deviation for the S10 are 3.56 and 0.57711. Next, 3.50 and 0.76265 are the mean and the standard deviation of S11. Lastly, the mean and the standard deviation for S12 are 3.64 and 0.66271 respectively.

Table 28

*S9: If I receive voice recording feedback, I will feel the feedback is personalized.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	4.0	4.0	4.0
	Disagree	1	2.0	2.0	6.0
	Neutral	8	16.0	16.0	22.0

Agree	37	74.0	74.0	96.0
Strongly agree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

According to Table 28, majority of the students, which is 37 (74%) of them agreed to S9 and followed by 2 (4%) students strongly agreed to S9. In contrast, there were only 1 (2%) student disagreed with S9, and 2 (4%) of them strongly disagreed with S9. Besides, there were 8 (16%) of them chose ‘neutral’ as their answer to S9.

Table 29

*S10: I can understand better if I receive voice recording feedback from my teacher.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	2	4.0	4.0	4.0
	Neutral	18	36.0	36.0	40.0
	Agree	30	60.0	60.0	100.0
	Strongly agree	0	0.0	0.0	100.0
	Total	50	100.0	100.0	

Based on Table 29, majority of the students, which is 30 (60%) of them agreed to S10 although none of them chose ‘strongly agree’ to S10. On the contrary, there were only 2 (4%) students disagreed with S10 and none of them strongly disagreed with S10. Furthermore, there were 18 (36%) students chose ‘neutral’ as their answer with S10.

Table 30

*S11: I feel less threatened if I get voice recording feedback.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.0	2.0	2.0
	Disagree	5	10.0	10.0	12.0
	Neutral	12	24.0	24.0	36.0
	Agree	32	64.0	64.0	100.0
	Strongly agree	0	0.0	0.0	100.0
	Total	50	100.0	100.0	

Based on Table 30, majority of the students, which is 32 (64%) of them agreed to S11 although none of them chose 'strongly agree' to S11. On the other hand, there were only 5 (10%) students disagreed with S11 and followed by 1 (2%) student strongly disagreed with S11. Besides, there were 12 (24%) students chose 'neutral' as their answer to S11.

Table 31

*S12: If I get voice recording feedback, it will be useful for me to do revision.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	5	10.0	10.0	10.0

Neutral	8	16.0	16.0	26.0
Agree	37	74.0	74.0	100.0
Strongly agree	0	0.0	0.0	100.0
Total	50	100.0	100.0	

According to Table 31, majority of the students, which is 37 (74%) of them agreed to S12 although none of them chose ‘strongly agree’ to S12. On the other hand, there were only 5 (10%) students disagreed with S12 and none of them strongly disagreed with S12. Moreover, there were 8 (16%) students chose ‘neutral’ as their answer to S12.

Table 32

*Mean and standard deviation of students’ perception towards audio-visual recording feedback*

	N	Mean	Std. Deviation
S13	50	3.8000	.53452
S14	50	3.7000	.70711
Valid N (listwise)	50		

Table 32 indicates the mean and standard deviation of students’ perception towards audio-visual recording feedback. The mean and the standard deviation for S13 are 3.80 and 0.53452 respectively. Then, the mean and the standard deviation for the S14 are 3.70 and 0.70711 respectively.

Table 33

*S13: If I receive audio-visual recording feedback, I will understand better my mistake in writing*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	0	0.0	0.0	0.0
	Disagree	3	6.0	6.0	6.0
	Neutral	4	8.0	8.0	14.0
	Agree	43	86.0	86.0	100.0
	Strongly agree	0	0.0	0.0	100.0
	Total	50	100.0	100.0	

According to Table 33, majority of the students, which is 43 (86%) of them agreed to S13 although none of them chose ‘strongly agree’ to S13. On the other hand, there were only 3 (6%) students disagreed with S13 and none of them strongly disagreed with S13. Moreover, there were only 4 (8%) students chose ‘neutral’ as their answer to S13.

Table 34

*S14: If I get the audio-visual recording feedback, I can refer to the detailed elaborations when doing revision.*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	2.0	2.0	2.0
	Disagree	3	6.0	6.0	8.0
	Neutral	7	14.0	14.0	22.0

Agree	38	76.0	76.0	98.0
Strongly agree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

Based on Table 34, majority of the students, which is 38 (76%) of them agreed to S14 and followed by 1 (2%) student who chose ‘strongly agree’ to S14. On the other hand, there were only 3 (6%) students disagreed with S14, and 1 (2%) student strongly disagreed with S14. Besides, there were 7 (14%) students chose ‘neutral’ as their answer with S14.

#### **4.4.2 Summary**

To sum up, majority of the students wish to receive feedback that is understandable among other characteristics to pair with their preferred feedback mode. Therefore, if teachers want to increase the students’ interest and willingness to listen to the feedback given, teachers ought to emphasize more on giving feedback that is easy for students to understand. In other words, teachers could use some simple words to provide feedback so that they could understand the feedback given to them.

Other than that, their perception towards digital written feedback is quite positive, where they mostly agreed that it is useful for revision purpose, understandable, detailed, and clear or specific. Besides, they also perceive oral feedback positively where most of them agreed that oral feedback is concise, detailed, understandable, and less threatened. As for voice recording feedback, they agreed that it is personalised, understandable, less threatened, and useful for revision. Lastly, for audio-visual recording feedback, most of the students think that it is understandable and detailed.

In short, most of the private school students have a positive perception towards the four feedback modes namely digital written, oral, voice recording, and audio-visual recording feedback as they have distinct characteristics that could improve their writing skills.

#### ***4.5 Thematic analysis of open-ended questions***

The first question is requiring about what type of feedback can improve their writing skills the most based on their opinion. Table 35 below were the 50 private school students' responses to question 1 and they are divided into different themes.

Table 35

*Responses of 50 private secondary school students for question 1*

<b>Themes</b>	<b>Types</b>	<b>Responses</b>
Type matter	Corrective feedback	'Grammar' (P1) 'Grammar mistakes' (P39)
	Descriptive feedback	'In my opinion, teacher can provide some beautiful sentence for student' (P3) 'Content of the writing and the way of the writing' (P9) 'I think can give some suitable proverb or idiom that suit that essay to me' (P34)
	Constructive feedback	'Reading many books' (P4)
Ambiguous answer	Confusing answer	'They can all improve my writing skills either, so I



		don't have a type.'(P2)
	Lack of knowledge	'Not sure' (P35, P49)
Feedback mode matter	Oral feedback	'Oral' (P5, P7, P13, P21, P22, P28)  'Oral and digital written' (P11)  'Oral and written feedback' (P12)  'Oral and also digital' (P27)  'Oral feedback' (P43)  'Oral and audiovisual' (P32)  'Oral face to face' (P50)
	Digital written feedback	'Digital feedback so that I can refer back' (P6)  'Digital written feedback' (P8, P10, P16, P17, P42)  'Oral and digital written' (P11)  'Oral and written feedback' (P12)  'Written feedback pointing out on what is wrong' (P15)  'Digital texting' (P18)  'Digital writing' (P19)  'Written' (P20, P38)

		‘Digital written’ (P23, P26, P29, P33, P46, P47, P48) ‘Written feedback’ (P30) ‘Written feedback that shows my mistake’ (P36) ‘I think is digital written’ (P41) ‘I think is digital written feedback’ (P45)
	Voice recording feedback	‘Voice recording’ (P31)
	Audio-visual feedback	‘Oral and audiovisual’ (P32) ‘Audiovisual’ (P40)
	Face-to-face feedback	‘Face to face’ (P14) ‘Oral face to face’ (P50)
Characteristic matter	Concise feedback	‘Short and clear’ (P10)
	Detailed feedback	‘Detailed feedback’ (P24, P44)
	Understandable feedback	‘Clear one that shows my mistakes problems’ (P25) ‘Use simple words that make me understand’ (P37)

The second question is requiring about what are the most important features that make them think the feedback is effective based on their opinion. Table 36 below were their responses to question 2 and they are divided into different themes.

Table 36

*Responses of 50 private secondary school students for question 2*

<b>Themes</b>	<b>Types</b>	<b>Responses</b>
Ambiguous answer	Lack of knowledge	<p>'I don't know' (P1)</p> <p>'Not really sure' (P7)</p>
Feature matter	Understandable feedback	<p>'When the teacher elaborates the part where I'm wrong at. For example, not confusing' (P2)</p> <p>'I can easily write an essay' (P4)</p> <p>'To gauge my understanding' (P12)</p> <p>'Easy to understand.' (P19)</p> <p>'Detailed, I can understand' (P24)</p> <p>'Understandable' (P31)</p> <p>'Not confusing' (P37)</p> <p>'Can let me understand' (P45)</p>

		<p>'I can know clearly what the teacher is trying to tell me' (P49)</p>
	Interactive feedback	<p>'It can improve the interactive between teacher and students' (P3)</p> <p>'Can ask back if I have question' (P21)</p> <p>'Interactive so that I can understand better' (P27)</p> <p>'I can ask my teacher if I still don't understand' (P28)</p> <p>'I can remember and understand better if I can talk to my teacher.' (P43)</p> <p>'Interesting interactive feedback' (P50)</p>
	Useful feedback	<p>'I can refer back to the feedback easily' (P8)</p> <p>'Can refer back to do revision' (P20)</p> <p>'I can keep the feedback for</p>

		<p>next time when I want to refer' (P29)</p> <p>'I can search back my mistake when I want to check' (P30)</p> <p>'I can look back when I need it' (P33)</p> <p>'Specific, clear and I can refer back when doing revision' (P34)</p> <p>'Detailed and I can refer back when I want' (P35)</p> <p>'I could refer to written feedback when I need it' (P38)</p> <p>'I think it is better to have the hardcopy of the feedback so that I can refer when I want' (P39)</p> <p>'Can refer back when I need it especially when doing revision' (P41)</p>
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		<p>‘Firstly, it can let me to refer back to written feedback. If I receive oral feedback, I may forget.’ (P42)</p> <p>‘I can look back the feedback next time when I am not sure’ (P46)</p>
	Personalised or private feedback	<p>‘More personal feedback’ (P14)</p> <p>‘First, most people feel more comfortable to type rather than speak, including myself. Second, digital texting is more personal and private.’ (P18)</p> <p>‘Specific and private to me only’ (P23)</p> <p>‘Will not make me feel scared and I can refer back next time’ (P48)</p>
	Clear feedback	<p>‘Feedbacks that are not vague’ (P15)</p> <p>‘Clearcut can save my time</p>

		to read and understand the feedback' (P36)  'Clear feedback given by my teacher' (P40)
	Concise feedback	'Straight to the point and easy to understand' (P17)  'Clear short direct not confusing me' (P32)
	Detailed feedback	'Detailed feedback' (P25)  'Specific and detailed' (P26)
	Exact feedback	'It will show me the exact problem for me to improve' (P47)
Type matter	Corrective feedback	'Grammar corrections' (P5)  'Tell the mistake we made and how to correct it are the most important part for me' (P16)  'Shows me my problems and the correct way to write the sentence' (P44)

	Developmental feedback	‘Develop and improving my work’ (P6)  ‘Identify and explain the mistake and how it can be improved’ (P9)
Feedback mode matter	Oral feedback	‘Oral and digital written’ (P11)
	Digital written feedback	‘Oral and digital written’ (P11)
	Face- to face	‘Can listen to advice directly’ (P13)  ‘Straight to the point, directly tell me’ (P22)

#### **4.5.1 Summary**

Insightful output was gained when the students were given a chance to freely voice their opinion. To sum up, most of the students’ preferred feedback mode is digital written feedback and followed by oral feedback. Majority of them, particularly P15 and P36, believed that digital written feedback that points out the mistake could improve their writing skills, not to mention the oral feedback. Other than that, based on majority students, especially P20, P34 and P41, feedback was considered as effective when it could be used for revision purpose. Additionally, P42 had made a comparison between written and oral feedback, where the former enables the students to refer back, and the latter is given verbally



and they might forget in the future. Moreover, most students such as P2, P4, P12 and many more asserted that effective feedback enables students to understand it easily and it should not confuse them.

On the contrary, another finding is that only a few of them did think that voice recording, audio-visual feedback as well as the traditional way of giving feedback namely face-to face feedback could help them to increase their writing skill. In addition, minority of them such as P1 and P39 thought that corrective feedback that displays their grammar mistakes could enhance their writing skills. Also, P3 and P34 have the same opinion, where they could improve their writing skills if teachers provide them descriptive feedback about the beautiful sentences, particularly idioms or proverbs that could be utilised when writing an essay. Only 1 student, P4, claimed that reading could enhance their writing ability. Also, a few of them thought that effective feedback should possess certain characteristics such as interactive, personalised, clear, concise, detailed and exact. To further illustrate this, 2 students typically P21 and P28 claimed that they hope they could ask back their teacher for clarification if they still have doubts. Another finding worth highlighting is that P18 who was afraid of talking to teacher thought that digital written feedback is private and personal.

#### ***4.6 Conclusion***

Ultimately, it is apparent that most students' preferred feedback mode is digital written as it enables them to refer back when doing revision. In other words, they could keep the digital written feedback for reference in the future. Additionally, it would be more private and personal, especially for the shy students who are scared of talking to teacher to ask for feedback. As for oral feedback, which is the second preferred feedback mode among the private school students, it enables them to ask back the teacher for clarification if they still have doubts although they might be forgotten in the future by receiving the verbal feedback.

As a result, the first research question, which is about what their preferred feedback mode for their English essay is identified, and the second research question, which is about how the students perceive various feedback modes, has clearly resolved by referring to the findings gained.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### *5.0 Introduction*

This chapter is about the discussion of findings, limitations of research, the recommendation for future researchers, implications, and the conclusion of the research study.

#### *5.1 Discussion of findings*

According to the data gained from the questionnaire, it shows that most of students did write essay and receive feedback about their essay during online English class. Above all, the first research objective which is to identify students' preferred feedback mode for their English essay written work has been achieved, where their most preferred feedback mode is digital written feedback, followed by oral feedback, audio-visual recording feedback, and lastly, voice recording feedback. As mentioned in the problem statement, teachers undeniably have to sacrifice much time to provide feedback to students. Since the private secondary students' preference and perception towards various digital feedback modes have been identified and determined, the teacher could refer to this particular research and employ the students' preferred feedback mode when delivering feedback to the students to ensure teacher's effort will not be in vain. Before employing the new digital way to provide feedback to the students, it is important to consider learner's preference as it plays a significant role in encouraging the students to learn.

Moreover, the second research objective which is to determine the perception of students towards various feedback modes has also been attained. To illustrate this, students' perception towards various feedback mode is quite positive where they gained benefit from those feedback modes due to their distinctive features such as understandable, private and

useful for revision purpose based on the questionnaire findings. To recap the problem statement mentioned above, ineffective way of delivering the feedback will affect students' willingness and interest to get the comments for their writing and this would hinder them to improve their writing ability.

### ***5.1.1 Preference and perception of students towards digital written feedback***

To start with, most students prefer digital written feedback mode based on the findings, and the first research objective, which is about identifying their preference, was achieved. According to the finding which regards to their educational experience, the private school students received digital written feedback the most during their online English classes. As mentioned in the literature review, Orlando (2016) found that the senior learners picked written comments as their first preferred feedback mode because they were more familiar with the traditional written comment and their lecture did not expose them to the digital medium. Hence, one of the reasons that lead them to fond of the digital written feedback could be because they are exposed more to it during their online English learning as compared to the other digital feedback modes. To provide digital written feedback to the learners, the teachers could employ Canvas, Blackboard, Microsoft Word, Google Docs, and other software or system after they marked the students' piece of writing (Clark-Gordon, Bowman, Hadden, & Frisby, 2019).

Other than that, to achieve the second research objective, this research has determined their perception towards digital written feedback is positive. To further illustrate this, most of them agreed and strongly agreed that it is useful for revision purpose as collected from the finding from statement 1. Additionally, some participants, typically P6, P8, P29, P30, P33, P38, P41 and P46, claimed that digital written feedback could improve their writing skill in the first open-ended question. Also, they did point out that they could keep and refer back to

digital written feedback easily next time when they needed in the second open-ended question of the questionnaire. This is in line with research conducted by Lee and Cha (2021) where they discovered the usefulness of digital written feedback makes students view the digital written feedback positively and feel satisfied with receiving it during their learning process. Indeed, the students could refer back to the digital written feedback as many times as they want for their following homework and even in the future (Lee & Cha, 2021). Clark-Gordon et al. (2019) also claimed that the long-lasting digital written feedback, which is always available to the learners could lead to a desirable learning outcome. Overall, it is convenient for the students where they could simply access the digital written feedback by connecting their digital device to the Internet (Clark-Gordon et al., 2019).

Another point of view about digital written feedback is that students do not need to guess or decipher teacher's handwriting, which contributes to this particular feedback mode being easily understood by students (Clark-Gordon et al., 2019). This statement is in line with this research's findings where most of the students agreed and strongly agreed that the digital written feedback is easy to understand as stated in statement 2 in the questionnaire. Additionally, P19 and P45 asserted that the effectiveness of digital written feedback could easily let them understand the feedback content in the second open-ended question of the questionnaire. In fact, digital written feedback contains many details and is coherent (Clark-Gordon et al., 2019). Therefore, this is also the reason why majority students perceive and agreed that it is easy to understand.

Not only that, majority of them also agreed to statements 3 and 4 that they would acquire more details about the mistake they made in their essay, and digital written feedback would demonstrate specific descriptions of their strength and weakness in writing. In addition, P26 perceived digital written feedback as specific and detailed, where it is effective and could improve his or her writing skill as stated in the two open-ended questions. This is quite

similar to research conducted by Clark-Gordon et al. (2019) where they asserted that digital written feedback could display the thorough or comprehensive feedback in a limited or restricted space and yet it is still very clear.

Undeniably, there are countless advantages of digital written feedback typically it is useful for revision purpose, understandable, detailed, and clear or specific, which cause the students to prefer digital written feedback and have a positive perception towards it. Hence, to cope with the issue where students are not interested, not even bother to look at or understand teacher's feedback, digital written feedback can be given to the students due to its effectiveness that was agreed by most of the students.

### ***5.1.2 Preference and perception of students towards oral feedback***

Among the private secondary school students, the second most preferred feedback mode is oral feedback. Based on their educational experience, oral feedback is also the second feedback mode that is commonly received by the students. On top of that, their perception towards oral feedback is quite positive.

To further illustrate this, most of them agreed and strongly agreed to statement 5, where oral feedback given by their teacher for their English written work is short and clear. Besides, a greater number of students also agreed to statement 6 where they think they will get more details about the mistake they made in their piece of writing if they receive oral feedback in online English class. Khairani and Refnaldi (2020) found that based on the teacher's point of view, the purpose of giving verbal feedback is to correct learners' mistake. However, the oral feedback that consists of correction to students' mistake, so-called the oral corrective feedback is less provided to students (Khairani & Refnaldi, 2020). In fact, oral feedback should consist of the correction to the mistake. This matter has also been highlighted by P16 and P44, where they claimed that it is extremely important to let them

know how to correct their mistake or problems in writing to ensure the feedback is effective as stated in the second open-ended question.

Moreover, their take on statement 7 is quite positive where majority of them agreed they would understand better their strength and weakness if they receive oral feedback. This is because verbal feedback that includes students' mistake could let them realise what they lack in terms of their capability and competency (Khairani & Refnaldi, 2020). Fadzil and Said (2021) also stated that by knowing or understanding their mistakes from oral feedback, the students' ability to use language, which is also known as language proficiency, can become better. Hence, teachers ought to give oral feedback to the students together with the details about the proper way to correct that mistake to improve their writing skill.

On the contrary, a few of them agreed with statement 8, where most of them disagreed that the oral feedback provided in online English class makes them feel threatened. This indicates that the private school students did enjoy receiving oral feedback from their teachers. Simultaneously, this shows that their teachers did play their role in motivating the students and did not make them feel down by just focusing on pointing out their writing mistakes when providing feedback verbally to them. This is quite similar to the research of Khairani and Refnaldi (2020) where they discovered that most of the teachers would rather prefer to give motivational feedback such as verbal praising. Fadzil and Said (2021) asserted that teachers should ensure the contents of the oral feedback are inspiring and encouraging instead of demotivating them.

From the second open-ended question, P27, P43 and P50 perceived the oral feedback as interactive where they could talk to the teacher, remember and understand the feedback better because it is interesting. P13 and P22, who prefer to receive oral feedback because it can improve their writing skill, have provided an insight in the second open-ended question,

where they think oral feedback would be effective if they could listen to the advice or feedback directly from the teacher. Most importantly, as mentioned by P21 and P28, they could ask back the teacher if they have any doubts, questions or still do not understand the oral feedback received. Undeniably, the additional advantage of giving oral feedback during the teaching and learning process is to ensure the class could be interactive and go on smoothly (Khairani & Refnaldi, 2020). Therefore, it is a good idea to employ oral feedback to increase the willingness or interest of students to receive the feedback given to their essay if the students like to talk to teacher to get more detailed feedback or information.

Undoubtedly, students were trained to have the ability to use language efficiently if teacher gives verbal feedback to them as they would have to practice their listening skills while receiving the oral feedback (Fadzil & Said, 2021). Hence, to ensure the feedback given is effective and to avoid the students would refuse to listen to the oral feedback, the teacher ought to give detailed feedback that reveals student mistake together with the ways to correct the mistake in essay as this is crucial for them to improve their writing skill. Moreover, encouraging and motivating oral feedback should also be given so that the students would not feel frightened when receiving the oral feedback about their essay. To sum up, most of the students agreed that oral feedback is concise, detailed, understandable, and less threatened. Thus, due to the benefits gained from oral feedback, they are fond of receiving oral feedback and perceive it positively.

### ***5.1.3 Preference and perception of students towards voice recording feedback***

Among the private secondary school students, the fourth most preferred feedback mode is voice recording feedback. Based on their educational experience, students rarely or never receive voice recording feedback. Although audio feedback is still only in the earliest stages of development, where it is just recently started to be used by teachers, it is likely to



grow quickly (Bless, 2017). Nonetheless, their perception towards video recording feedback is quite positive despite they are rarely exposed to it, and also it is the students' fourth preferred feedback mode.

To further illustrate this, majority of them agreed to statement 9, where they agreed they would feel the feedback is personalised if they receive voice recording feedback. This is similar to the research of Keane, McCrea, and Russell (2018) where they said that voice recording is a tool that could provide personalised feedback. Hence, to make the feedback suitable for the students' needs, audio feedback tool is crucial to be taken into consideration due to its personalisation feature (Keane et al., 2018). In this 21<sup>st</sup> century, educators need to execute the personalised feedback as it is creative and innovative (Keane et al., 2018). Similarly, Bless (2017) found that employing a tool namely Kaizena, which enables educators to provide audio feedback to students, it could minimise the time spent by teachers to provide high-quality private feedback to the students as compared to written feedback.

Moreover, most of them agreed to statement 10, where they believed they could understand better if they receive voice recording feedback from their teacher. This is similar to the research of Bless (2017) who mentioned that due to its' feature of clarity, audio comments could allow students to easily understand the teacher's feedback. Not only that, Bless (2017) added that it works well in providing the students with detailed feedback. The detailed feedback is essential for making the audio feedback understandable. Another reason why students agreed voice recording feedback is understandable is because it allows students to listen to the feedback not only once but many times (Keane et al., 2018). In contrast, Bakla (2020) reported that due to the lack of visual image, it is hard to comprehend the audio feedback. Hence, this could be the reason that causes audio recording feedback is the fourth preferred feedback mode among the private school students. Additionally, P31 who stated that voice recording feedback could improve their writing skill in the first open-ended

question also did voice out that understandable feedback is the most important feature which makes the feedback to become effective in the second open-ended question. Thus, this reveals that audio recording feedback should be paired with understandable feature so that it could be perceived positively and preferred by the students.

A greater amount of them agreed to statement 11, where they will feel less threatened if they receive voice recording feedback. This depicts that the private school teachers did play their part in providing feedback by using a desirable and appropriate tone rather than a fierce tone towards the students. According to Bless (2017), every instructor should employ voice feedback due to its' effectiveness in providing conversational feedback to students. In Ali and Kootbodien (2017) research, they discovered that there was very little face-to-face communication on the Internet and they suggested the audio feature in WhatsApp could be employed to reveal the exact expression, mood or tone of the message rather than using digital texting, where the latter hinders the students know the expression or tone of the senders, unless the emoji, typically the smiley face is used. Most importantly, if the audio recording is employed, misinterpretation of the tone would not occur (Ali & Kootbodien, 2017). Therefore, it is extremely important to utilise audio recording feedback that would reveal the teacher's tone so that the students would not feel frightened or misinterpret the teacher is cold or angry by merely looking at the words typed by the teacher when receiving the teacher's feedback about their essay.

Majority of students also agreed to statement 12 where they believed it would be useful for them to do revision if they get voice recording feedback. This is in line with the research of Keane et al. (2018) where they claimed that the permanent feature of the audio files allows the learners to review the existing feedback whenever they want, and additionally, this clearly shows the significance of audio recording feedback as compared to the face-to-face meeting to get comments from teachers. However, audio type of comments is also quite

time-consuming where the learners have to listen repeatedly in order to do revision (Mohammed, 2021). Thus, this could be the reason that causes audio recording feedback to be less preferred by the private school students.

In conclusion, most of the private school students agreed that voice recording feedback is personalised, understandable, less threatened, and useful for revision. Besides, these lead them to perceive audio recording feedback positively and fond of it, not to mention they would be willing to listen to the voice feedback if the criteria or features mentioned above are fulfilled. As a result, teachers ought to utilise audio recording feedback as it could enhance learners' writing (Bless, 2017).

#### ***5.1.4 Preference and perception of students towards audio-visual recording feedback***

Among the private secondary school students, the third most preferred feedback mode is audio-visual recording feedback. Based on their educational experience, almost all the respondents never receive audio-visual recording feedback during their online English class. Nonetheless, their perception towards audio-visual recording feedback is quite positive.

To start with, majority students agreed to statement 13, where they believed that if they receive audio-visual recording feedback, they could understand better their mistake in writing. In addition, only two students, typically P32 and P40 stated that audio-visual feedback could improve their writing skill in the first open-ended question. Based on P32, he or she claimed that effective feedback is direct, concise and it is not confused in the second open-ended question. Moreover, based on P40's point of view in the second open-ended question, he or she asserted that clear feedback given by the teacher is effective. Undeniably, by recording the comments together with the audio, learners could understand easier by watching the comments repeatedly as they want and could control the speed of audiovisual feedback mode (Bakla, 2020). Not only that, to some degree, the presence of teacher's voice

together with the annotation shown in the video feedback could partly make them easier to remember their mistake (Bakla, 2020). Cavaleri, Kawaguchi, Biase, & Power (2019) also stated that digital audiovisual could resolve the problems where the students would misunderstand or misinterpret by merely looking at the written feedback. However, this is not to go against written feedback or to claim that it is useless or unimportant as Cavaleri et al. (2019) claimed that the written feedback and oral feedback are a good combination. Also, the combination of these two feedback modes, which are the elements of audio-visual feedback, should be utilised simultaneously due to their effectiveness particularly to strengthen their understanding of the written feedback shown in the video form (Cavaleri et al., 2019).

Other than that, most of them also agreed to statement 14, where they believed if they get the audio-visual recording feedback, they could refer to the detailed elaborations when doing revision. This is in line with the research of Grigoryan (2017) where the combination of the audio-visual and text-based feedback could assist the learners to comprehend the detailed comments in general and the learners like the two different means of transmitting feedback to be put together rather than only text-based feedback. Similar to what Cavaleri et al. (2019) have said, it would be better if the written and spoken feedback could be combined to provide the feedback via audio-visual form to the students as it could engage the students to do revision more effectively and it could also eventually improve their writing skills. Additionally, Prilop, Weber and Kleinknecht (2020) claimed that using video to provide feedback or suggestion could help to ensure feedback quality. In brief, most of the students think that audio-visual recording feedback is understandable and detailed.

## ***5.2 Limitations of study***

The most prominent limitation of this research is the sample size. The initial plan is to only include the private secondary school in Penang by excluding any other international

school or Chinese independent school. However, the private school has a minimum number of students per class to ensure the educational quality and due to this reason, the data collected was eventually from various private secondary institutions, meaning not only private school, but also independent Chinese school and international school.

To further illustrate this, the participation was not that ideal, where some private schools did not allow or did not even bother to reply to the email about requesting their school students to participate in this research by answering the questionnaire. Therefore, the researcher had to seek help from people around, particularly former employers, former colleagues, former teachers, close friends and relatives, one by one to help out to disseminate the Google Forms link to the students who study in private secondary school by any means. Undeniably, gathering the data from the private secondary school students indeed was not an easy task and it was quite time-consuming.

Not to mention, there was unequal distribution happened. For instance, there might be fewer private secondary school students but more international school students or Chinese independent school students answering the questionnaire. In short, the distribution from each school is not balanced and not equal. Hence, the data gained was actually insufficient to be generalised and could not represent the preference or perception of the Penang private school students.

### ***5.3 Recommendations for future research***

Based on the limitation mentioned above, in the future, researchers could duplicate this research by conducting the research in their respective areas and using different participants typically public school students, international school students or even Chinese Independent school students to gain a bigger sample size. Besides, instead of just private school students, future research could be conducted by interviewing teachers to know their

preference and explore the reasons that lead them to be fond of certain feedback modes, determine their perception towards various digital feedback modes, to examine the challenges faced in providing digital feedback to confirm whether it would be the same as this research finding. This is crucial to know the stakeholders' preference, perception or even challenges faced as it would affect the students' learning experience, increase their motivation and interest in receiving or giving feedback that would potentially influence the students' writing ability or improve their writing skill.

Additionally, instead of sending the email and waiting for them to reply to your request, it would be more effective to contact the school via phone or pay a visit to the school to request to conduct research by using their school students as the participants if the situation permits. In fact, the email sent mostly would not be entertained due to their respective busy schedules. Another recommendation is that set an achievable goal, particularly the number of participants from each school. For instance, the researcher could set an achievable fixed number of participants, that is, 5 to 10 participants from each private school to avoid giving too much burden on the school when collecting data and to ensure there is an equal distribution from every school.

#### ***5.4 Implications***

To start with, the students and teachers would be benefited from this research. Based on the research findings, the students would prefer to get understandable feedback as compared to specific, detailed, personal, interactive and concise feedback. Therefore, when providing feedback, teachers ought to use some simple yet powerful words that fit their understanding level so that it would be more effective in improving their writing skill.

Significantly, most private school students are exposed to oral feedback and digital written feedback, as for audio recording and audiovisual feedback, they rarely receive them

during online English classes. Nonetheless, they are still willing to embrace the new digital feedback modes as their perception towards various digital feedback modes is quite positive due to their respective affordances. This could further urge the educators or teachers to employ the digital feedback tool when teaching to best fit the students they handle. For instance, if the class is more open, active and like to talk to or interact with others, teacher could consider employing oral feedback to train their listening and speaking skill, but most importantly is to enhance their writing skill by ensuring they could be aware of the mistake made in essay as well as their strength and weakness in writing. On the contrary, if the students are shy and passive in class, teacher could utilise the digital written feedback or voice recording feedback which are more private and less threatened as compared to other feedback modes. If teachers realise the students are more prone to learn through audio and visual aids, the audiovisual feedback could be given to the learners as it would be useful for them to improve their writing skills by revising the permanent feedback in audiovisual form. Apparently, identifying students' preference and perception of feedback mode has provided an insight for teachers by understanding the affordances of various digital ways to deliver feedback to cater to different learners especially when it comes to distance learning.

Besides, it is useful for distance learning programme and online teaching learning. As stated in the problem statement, students would not feel engaged or willing to listen to or try to understand the feedback given if it is ineffective. To make them enjoy learning online, educators are suggested to utilise video recording, audio recording or even digital texting to deliver feedbacks to them (Maheshwari, 2021). The feedback modes mentioned above have the characteristic of private and personalised feedback and consequently, the encouraging or caring tone revealed to students will prevent them from feeling unimportant if they receive any feedback modes stated above. Undoubtedly, the digital tools are effective and have additional functions to assist students to learn.

## ***5.5 Conclusion***

Due to the sudden pandemic, students have to attend online class and learn from home. Undeniably, some digital feedback modes, namely oral feedback, digital written feedback, voice recording feedback and audiovisual recording feedback could be utilised by the teachers to provide feedback about students' essay during English online class. To recap the problem statement mentioned above, an ineffective way of delivering the feedback will affect students' willingness and interest to get the comments for their writing. In fact, teachers have to sacrifice much time to provide feedback to students. Therefore, to ensure teacher's efforts will not be in vain, students' preferred feedback mode and their perception towards various feedback modes must be identified and determined. Before employing the new digital way to provide feedback to the students, it is important to consider learner's preference as it plays a significant role in encouraging the students to learn.

If the students refuse to buy into the idea of learning, implementing technology would not be success. Fortunately, based on the findings, they mostly have positive perception towards the four digital feedback modes employed in this research and digital written feedback mode is the most preferred feedback mode among the students. Besides, they were more prone to receive understandable feedback among other features of feedback. Therefore, teachers should use some simple yet powerful words that fit their understanding level so that it would be more effective in improving their writing skill when providing feedback to them. In addition, teachers should be well prepared, keep updated, accept the new change, and utilise various digital feedback tools to provide feedback about their English essay effectively to the students, in the hope that this could at least engage them to feel interested in receiving the feedback and to improve their writing ability.



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## APPENDICES

### *Appendix A: Questionnaire*

# **Private Secondary School Students' Preference and Perception on Digital Feedback Mode for their English Essay Written Work in Online Learning Context**

Dear respondents,

I am Loh Koon Ying, an undergraduate student of Bachelor of Arts (HONS) English Education, Universiti Tunku Abdul Rahman (UTAR). I am currently doing my Final Year Project entitled "Private Secondary School Students' Preference and Perception on Digital Feedback Mode for their English Essay Written Work in Online Learning Context". The purpose of this survey is to conduct a research to identify students' preferred feedback mode for their English essay written work and to examine the reasons that cause a particular feedback mode to become their preferred option.

The questionnaire consists of 5 sections.

Section A: Demographic Information

Section B: How-often questions (Understanding you in online learning)

Section C: Preference

Section D: Perception

Section E: Open-ended questions

Please answer ALL the questions in ALL sections to the best of your knowledge.

Participation in this research is completely voluntary. Even if you change your mind while answering the survey, you may stop any time. There is no risk of harm or discomfort in answering this questionnaire. This is an anonymous questionnaire. All information collected will be treated as strictly confidential and will be used for the purpose of this research only.

It will take around 5 minutes to complete the survey. If there arises any doubts or issues with the content of the questionnaire do contact me at [koonying@utar.my](mailto:koonying@utar.my).

Your responses are truly appreciated. Thank you in advance for contributing to this research!

---

\*Required

1. Please indicate your consent before proceeding: \*

*Mark only one oval.*

Yes, I give my consent.

Section A: Demographic information

2. Gender \*

*Mark only one oval.*

male

female

3. Age \*

*Mark only one oval.*

13

14

15

16

17

4. Have you ever written any **essays** during **online English class**? \*

*Mark only one oval.*

yes

no

5. Have you ever received any **feedback** for your English essay written work during **online English class**? \*

*Mark only one oval.*

yes

no

Section B: How-often questions

6. How often do you receive **oral feedback** (e.g. spoken) for your English essay during online English class? \*

*Mark only one oval.*

- Always
- Often
- Sometimes
- Rarely
- Never

7. How often do you receive **digital written feedback** (e.g. typed feedback) for your English essay during online English class? \*

*Mark only one oval.*

- Always
- Often
- Sometimes
- Rarely
- Never

8. How often do you receive **voice recording feedback** on WhatsApp, or any other platform for your English essay during online English class? \*

*Mark only one oval.*

- Always
- Often
- Sometimes
- Rarely
- Never

9. How often do you receive **audio-visual recording feedback** for your English essay during online English class? (e.g. record audio together with picture to show you the feedback information) \*

*Mark only one oval.*

- Always  
 Often  
 Sometimes  
 Rarely  
 Never

### Section C: Preference

10. **Rank** which feedback mode do you like to receive for your English essay written work during your online English class. \*

*Mark only one oval per row.*

	Oral	Voice recording	Audiovisual	Digital written
First choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Second choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Third choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fourth choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What is the **reason(s)** that cause you to choose that particular feedback mode above as your **first choice**? You may choose more than one reason. \*

*Tick all that apply.*

- It is easy to understand.
- It contains many details.
- It is more personal or private.
- It shows me the exact problems in writing.
- It involves communication between people.
- It shows everything that is necessary without using any unnecessary words.

Other:  \_\_\_\_\_

#### Section D: Perception

12. If I receive **digital written feedback**, I can refer to it when I do revision. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

13. **Digital written feedback** is easy to understand. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

14. If I receive **digital written feedback**, I will get more details about the mistake I made in my essay. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

15. **Digital written feedback** has a specific description of my strength and weakness in writing. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

16. **Oral feedback** given by my teacher for my English written work is short and clear. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

17. If I receive **oral feedback** in online English class, I will get more details about the mistake I made in my piece of writing. \*

*Mark only one oval.*

- strongly disagree  
 disagree  
 neutral  
 agree  
 strongly agree

18. If I receive **oral feedback**, I will understand better what my strengths and weaknesses are. \*

*Mark only one oval.*

- strongly disagree  
 disagree  
 neutral  
 agree  
 strongly agree

19. **Oral feedback** provided in online English class makes me feel threatened. \*

*Mark only one oval.*

- strongly disagree  
 disagree  
 neutral  
 agree  
 strongly agree

20. If I receive **voice recording feedback**, I will feel the feedback is personalised. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

21. I can understand better if I receive **voice recording feedback** from my teacher.

\*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

22. I feel less threatened if I get **voice recording feedback**. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree



23. If I get **voice recording feedback**, it will be useful for me to do revision. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

24. If I receive **audio-visual recording feedback**, I will understand better my mistake in writing. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

25. If I get the **audio-visual recording feedback**, I can refer to the detailed elaborations when doing revision. \*

*Mark only one oval.*

- strongly disagree
- disagree
- neutral
- agree
- strongly agree

Section E: Open- ended questions

26. In your opinion, what type of feedback can improve your writing skills the most? \*

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27. In your opinion, what are the most important features that make you think the feedback is effective? \*

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The End. Thank you so much for your participation. :)

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*Appendix B: Permission letter*



**UNIVERSITI TUNKU ABDUL RAHMAN**

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Pulau Pinang.

21<sup>st</sup> November 2021

Dear Sir/ Madam,

Request for permission to Conduct a Research

I am an undergraduate student of Bachelor of Arts (Hons) English Education in UTAR, Kampar. I am conducting research on the topic entitled 'Private Secondary School Students' Preference and Perception on Digital Feedback Mode for their English Essay Written Work in Online Learning Context'. There are two objectives in my research, and they are as follows:

- 1) To identify students' preferred feedback mode for their English essay written work.
- 2) To determine the perception of students towards various feedback modes.

I hereby seeking your consent to allow me to carry out a study among the secondary students in your school. In order to assist you in reaching a decision, I have attached a copy of the questionnaire (see Appendix A) which I intend to use in my research study. If you require

any further information, please do not hesitate to contact me. My contact details are as follows:

Loh Koon Ying (013-4805118)

Your permission to conduct this study will be greatly appreciated.

Thank you very much.

Yours sincerely,

Loh Koon Ying

Noted by:

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Dr. Viji A/P Ramamurthy