

TEACHERS' PERCEPTION AND PRACTICES ON GIVING FEEDBACK ON STUDENTS' WORK DURING ONLINE LEARNING

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ABSTRACT

The aims of this study focused on looking at teachers' perception and practice of giving feedback and their challenges of giving feedback during online learning. This study used a descriptive qualitative method, and an online questionnaire was used to collect the data. The result of this study found that the teacher had a positive perception of giving feedback. About 90% of teachers revealed that feedback was given to communicate the gaps in performance, teachers' expectations, affirming the marks, and provide chances for self-assessment. Moreover, for correcting errors, there were 80% of teachers corrected the errors and highlighted them, and 90% of them used word feedback positively. Time management was the biggest challenge found by the teachers for giving individual feedback. Hence, it needs to be considered to use an effective and efficient technique or tool to aid teachers in giving feedback during online learning.

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INTRODUCTION

Because of the current situation, the Covid-19 epidemic, all schools throughout the world, including Indonesia, should be closed for some time; Fakhrunisa & Prabawanto, 2020). Online learning has become inextricably linked to students' learning in today's English classroom. The term "online learning" refers to a type of remote education over the internet (Fakhrunisa & Prabawanto, 2020). There are two types of online learning which cover asynchronous learning that give opportunities for students to access the learning anytime as they can download the material, document yet still also connect with the teachers and classmates; meanwhile, the second type is synchronous learning works opposite with asynchronous as it allows students to do communication in a real-time with the teachers and classmate. Asynchronous learning needs some media to support, such as forums, PowerPoint, video, audio, PDF, and some learning platforms (Edmodo, Google Classroom, etc.). However, synchronous learning can make students feel more connected to and in charge of their learning and less alienated. Synchronous online learning is frequently facilitated through media such as video conferencing and chat. Students frequently use Zoom Meeting and Google Meet, both popular services (Khotimah, 2020).

There are five factors which affect E-Learning and Online Instructions' impacts, including: (1) students' ability to learn independently and their learning habits (being on-time in class,

ability to learn self-discipline, etc), (2) the instructors' feedback, the platform's function stability, and the teaching approach and technique, (3) the support of software and hardware (support for online instruction in school policies, network speed and stability, course selection for online instruction, online technical service support, and teachers' teaching space and equipment), (4) teaching platform technical tools training which covers teachers' familiarity with teaching platforms and tools, as well as course-related electronic teaching materials, and students' knowledge with teaching platforms and tools, (5) evaluation of teachers and the upkeep of a classroom curriculum such as choose proper evaluation techniques, maintain classroom teaching order, and provide a certain number of course assistants (Chang & Fang, 2020). As mentioned before, instructors' feedback affects the process of online learning. It was supported by Hyland (2001), which emphasizes the necessity of feedback in the online learning environment or remote learning because it is the only way for students to learn about their performance. Students' involvement is also an essential factor that teachers should consider. According to Martin & Bolliger (2018), how students interact in online learning affects their pleasure, motivation, perception of isolation, and performance. Therefore, teacher feedback and student engagement are important aspects of online learning. Feedback is crucial when it comes to developing language skills (. Because feedback is so fundamental in the learning process, an educator's ability to provide good online feedback is crucial (Leibold & Schwarz, 2015). Giving excellent online feedback is a crucial skill for instructors to master since it directs the growth of students. Moreover, the feedback given in online becomes highly needed by students as the process of learning online is limited comparing to conventional learning.

Based on the result of the previous study, it was found that online learning challenges teachers in providing feedback on students' work. However, it is the opposite of the advantages of online learning, which is supposed to help the teachers give feedback easily (Fakhrunisa & Prabawanto, 2020). During online learning, ICT provides a means for learners to obtain feedback through engagement, allowing them to identify their strengths and weaknesses (Yilmaz, 2017). Moreover, with the help of the resource or facilitators, students must receive feedback to achieve their actual level of progress (Mohamadi, 2018). In addition, the level of motivation that students impact their replies to the feedback they have received. Students with poor motivation are unlikely to take their teachers' criticism seriously or appreciate their efforts (Lee et al., 2019). Moreover, teachers need to have a skill in giving feedback; as explained by Hattie (2003), one of five significant dimensions from excellent teachers is being able to monitor the learning and provide feedback on students' performance or work. Since the feedback influences students' motivation in learning, the teachers' practice of giving feedback should consider many points to avoid demotivating the learning process.

As the background above, this study formulated three research questions focusing on teachers' perception of giving feedback during online learning, teachers' practice in giving feedback to students' work during online learning, and the challenges teachers face in giving feedback during online learning. Therefore, this study aimed to describe teachers' perception and their practice to provide feedback for students' work and to find out the challenges teachers face in giving feedback during online learning.

METHOD

This study was designed in a descriptive qualitative method (Miles et al., 2014). The core data in this study was qualitative. The instrument used in this study was an online questionnaire. The online questionnaire was adapted from (Gul et al., 2016), and two open-ended questions were adapted from (Hamid & Romly, 2021). The researcher modified some of the items to be applied in this study, and it used Likert as the options of the answer in the questionnaire, which strongly disagreed (1), disagree (2), neutral (3), agree (4) and strongly disagree (5). There were twenty-one close-ended questions in the questionnaire and two

open-ended questions. The researcher used the instrument to collect the data from the teachers' perceptions through an online questionnaire. It was used to describe teachers' perceptions and practices on giving feedback to students' work during online learning and to find out the difficulties faced by the teachers in giving feedback to students' work during online learning. The responses to the open-ended questions were classified into seven categories: purposes of feedback, anticipation on students' response, concept of feedback, factors affecting feedback quality, types of feedback provision, approach to correct errors, and feedback mechanics.

Moreover, two open-ended questions were categorized into two categories: tools for providing feedback and challenges in giving feedback. After the data had been collected through a questionnaire, the next step was data condensation, which was summarising the data acquired from the participants and classifying them based on the four categories, including teachers' perspective of feedback, teachers' practice of giving feedback, the tools of providing feedback and the challenges faced by teachers in giving feedback. Next, it was continued to data display. The result of the data was displayed in the finding and discussion through tables and graphs, which showed the result of the questionnaire in the percentage for each item of the questions. The last step was after condensation and data display; all the data findings were concluded based on the research questions as the drawing and verification conclusion step.

RESULTS AND DISCUSSION

Teachers' Perspective on Feedback

The findings were showed related to the two research questions in this study. The teachers' perspective in giving feedback on students' works and the practice of giving feedback by the teacher is discussed, and then it is continued to describe some challenges and difficulties that occurred during feedback given. The result of this questionnaire was classified into seven categories: purposes of feedback, anticipation on students' response, concept of feedback, factors affecting feedback quality, types of feedback provision, approach to correct errors, and feedback mechanics. Then, it was added by two descriptions of tools that teachers used in giving feedback and challenges in giving feedback. The result of the questionnaire can be seen in Table I below.

Table I. Teachers' Perception of Giving Feedback

No	Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
The Purpose of Feedback						
1.	The use of feedback can justify the marks/grades			10%	60%	30%
2.	The user feedback is used to communicate the gaps in performance			10%	50%	40%
3.	Feedback is used to communicate teachers' expectations			10%	20%	70%
4.	Feedback is used to help students to self -assess their performance			10%	40%	50%
5.	The purpose of feedback is for Institutional policy		30%	40%	10%	20%
Anticipation on Response of Students						
6.	Ignore comments and consider grades		50%	40%		10%
7.	Critical feedback demotivates students		50%		20%	30%
8.	Students improve work after feedback				50%	50%
The Concept of Feedback						
9.	The feedback should focus on good work	20%	30%	30%	10%	10%

	rather than areas of improvement					
10.	Remarks should be compatible with marks		10%	40%	40%	10%
Factors Affecting Quality of Feedback						
11.	Teachers' training for providing feedback influences the quality of feedback				60%	40%
12.	The workload of the teacher influences the quality of feedback	10%	30%	20%	30%	10%
13.	Comments are influenced when the teacher knows the student		10%	40%	30%	20%

Figure I below shows the data from teachers' perceptions of giving feedback during online learning. It is shown through the graphic below.

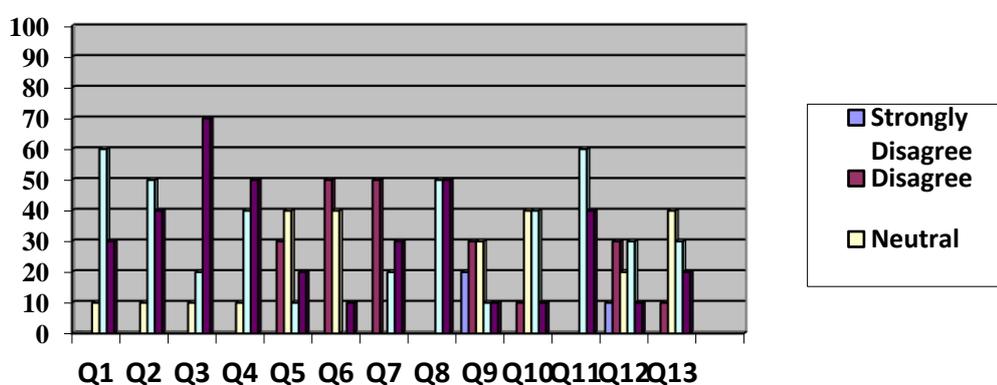


Figure I. Teachers' Perception of Giving Feedback

Based on the result of teachers' responses to a questionnaire, there were some reasons for the teachers in giving feedback on students' work. It was found that 90% of responses revealed that giving feedback was to justify the marks or the grades in work, and only 10% chose neutral for this statement. About 90% of responses showed that the aim of feedback was for communicating the gaps in performance. Nine respondents answered that the purpose of feedback was used to communicate teachers' expectations. Moreover, 90% mentioned helping students self-assess performance through feedback. Besides, 30% of respondents disagreed about giving feedback on institutional policy, and 40% chose neutral.

Five respondents disagreed with ignoring comments and considering more on grades regarding anticipated students' responses to the feedback they acquired, and only one participant agreed about it. 50% of respondents disagreed that critical feedback given would demotivate students in doing their work, while 50% of them also agreed that it would influence students' motivation. About 100% of respondents had a positive attitude toward feedback, which can help the students improve their work after feedback even.

Regarding the concept of feedback, it was shown that 20% of responses revealed that feedback should be focusing on good work rather than improvement areas, while 50% of the responses mentioned the opposite thing, and 30% chose neutral for this statement. Besides, five respondents agreed that remarks must be compatible with marks given, then one participant disagreed with this, and the rest chose neutral.

The next category is factors that affect the quality of feedback which consists of three items. Each item is mentioned as follows. All participants agreed that the teacher's training for providing feedback affected the quality of feedback. In addition, 40% of participants perceived teachers' workload as one of the factors that can influence the feedback quality, while the other 40% disagreed about this statement. Only 20% of them did not agree or disagree

(neutral). About 50% of the respondents agreed that knowing the students could affect the comment given in the feedback. However, 10% disagreed. There were 40% chose neutral to this item.

In general, feedback was used to justify the marks, communicate the gaps in performance and help students do self-assessments. The respondents agreed that feedback could improve students' work, and teachers' training for giving feedback mainly affected the quality of feedback.

Teachers' Practice of Giving Feedback

From teachers' practices in giving feedback, there are three categories described in detail: types of feedback provision, approach for correcting errors, and feedback mechanics. There are three items in the types of feedback provision category. The results can be observed in Table 2 below.

Table 2. Teachers' Practices on Giving Feedback

No.	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (4)
Types of Feedback Provision						
1.	Return all marked assignments			20%	50%	30%
2.	Provide marks to students without feedback	10%	50%	20%	10%	10%
3.	Provide good grades			20%	70%	10%
Approach for Correcting Errors						
4.	Highlight errors			20%	60%	20%
5.	Carefully using word feedback positively			10%	30%	60%
6.	Correct errors as found			20%	50%	30%
Feedback Mechanics						
7.	Provide comments on relevant pages			30%	40%	30%
8.	Use of specially designed checklist/grid as feedback			50%	40%	10%

Figure 2 shows the result of the data about teachers' practices in giving feedback during online learning. The data is shown in a graphic in figure 2 below.

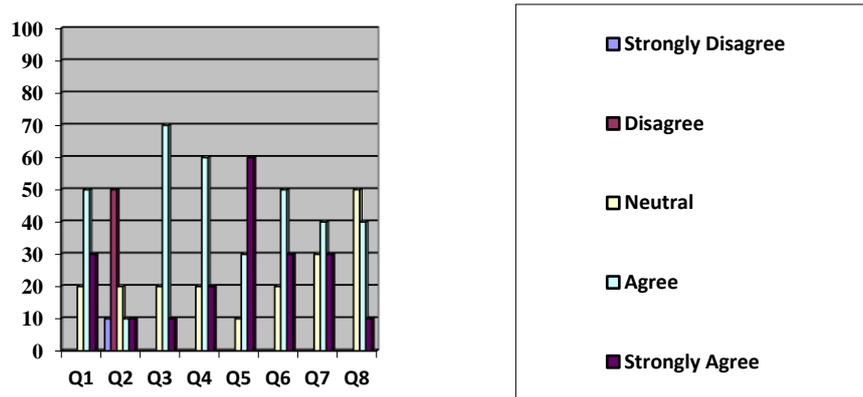


Figure 2. Teachers' Practices on Giving Feedback

Based on the questionnaire result, 80% of respondents agreed about returning all marked assignments, and only 20% chose neutral. 60% of respondents disagree about providing marks to students without feedback, while 20% of them agreed to give marks only without feedback. Besides, only 20% of them chose neutral. Furthermore, about 80% of respondents revealed that they provide good grades for students' work, and 20% answered neutrally.

Related to the approach for correcting errors, eight respondents admitted that they mainly highlight errors in students' work in correcting errors. Besides highlighting errors, 90% of the respondents also use word feedback positively and apply them carefully to students' work. In addition, 80% of respondents directly correct errors when they were found and 20% did not agree or disagree.

About the mechanics of feedback, most of the respondents (70%) agreed to provide comments as feedback on relevant pages. Moreover, 50% of respondents agreed to use a designed checklist or grid, especially when giving feedback on students' work, while 50% chose neutral.

Overall, the respondents gave the marks with feedback, and they highlighted and corrected the students' work when they were mistakes or errors found. The use of positive words was included in the comment as feedback on to approach for correcting errors.

The Tools of Providing Feedback

The teachers used variations of tools to provide feedback during online learning. Table 3 below shows the tools used by the teacher in delivering the feedback routinely.

Table 3. The Tools of Providing Feedback

No.	Respondents	WhatsApp Group	Telegram	Google Classroom	Zoom	Mentimeter	Lentera
1.	Teacher 1	✓	✓				
2.	Teacher 2	✓					
3.	Teacher 3	✓					
4.	Teacher 4	✓		✓			
5.	Teacher 5	✓					
6.	Teacher 6				✓		
7.	Teacher 7			✓		✓	
8.	Teacher 8	✓		✓			
9.	Teacher 9						✓
10.	Teacher 10			✓	✓		

Tools for providing feedback are highly recommended to help the teachers give feedback on students' work, mainly when it occurs in online learning. The digital tools help the teachers in giving the feedback effectively and efficiently. Based on the open-ended questionnaire given to the respondents, most of the respondents chose to use WhatsApp

Group Discussion in giving feedback on students' work. 60% of respondents revealed that Group Discussion on WhatsApp was a medium for them to give feedback on students' work as it was also used to communicate, share the task, discuss, and submit the work through WhatsApp Group. One of the respondents revealed that group discussion on WhatsApp was used since many students could reach this tool instead of using the other platform such as Google Classroom or Zoom. In addition, it also could help the students to resist the internet network.

Moreover, the rest of the respondents used Google Classroom, Zoom, Mentimeter, Telegram, and Lentera. Google Classroom and Zoom were also the second-highest tools used by respondents to give feedback on students' work. One respondent wrote, "Sometimes I use Google Classroom and sometimes Mentimeter. I use Google Classroom when I want to provide feedback to my students about certain tasks or assignments. Then, I also can take feedback on the learning process by using Mentimeter. It can tell me how the students feel after online learning". The other respondents explained using Zoom as a tool for giving feedback to make sure the feedback was delivered well. Only one respondent used Lentera as it was used as a learning management system in the school, and it was used for the students to submit the task and leave feedback for students' work.

Challenges Faced by Teachers in Giving Feedback

Teachers faced many challenges while giving feedback to students in online learning. The table showed the most common problem they found during feedback on online learning and the number of teachers who had the same challenges.

Table 4. Challenges Faced by Teachers in Giving Feedback

No.	Challenges	Number of Teachers
1.	Time constraint (Limitation of time)	4
2.	Ignoring the feedback given by teachers	3
3.	Students' limited internet access	2
4.	Misunderstanding the meaning of feedback given by teachers	3
5.	Not finishing the task given by teachers	1

The finding of the result in the open-ended questionnaire showed many different challenges. It was found that three respondents perceived that time-consuming was the challenge for them in giving feedback during online learning as the respondents had to give individual feedback to the students in their work. They were having a problem with time management as it was also related to time limitation that they had to provide more feedback for each student. One respondent revealed, "In giving online feedback, sometimes there are many things that we need to let the students know, but because it is an online class, we need to make it simpler until we may miss some points. The huge number of students and the various basic knowledge of the students make me take a very long time of writing the feedback because I need to read every task carefully".

Two respondents admitted that limited internet access became a challenge in giving feedback during online learning. It occurred when the students did not have good internet access. Therefore, that condition is perceived hard for the teacher to share the feedback with students. Not only that, but the other respondents also had a challenge in making the students read and understand the feedback. Some of the students ignored the feedback and did not read it correctly. In the end, a misunderstanding occurred in completing the work. One teacher said that the task was sometimes not completed by the students, and they never care about the feedback we sent to them. Since there was no work given to the teacher, that became the problem of delivering feedback. In summary, some students did not pay attention to the teacher's feedback, which creates a challenge for the teachers in

helping the students improve their work. Time-consuming and limited internet access also become some challenges teachers face during online learning.

The study has found that the feedback given by the teachers aimed to make just the marks. It is in line with the finding found by Gul et al. (2016). Besides that, feedback was found to communicate about gaps in performance and teachers' expectations. Since the study context is an online learning context, the interaction was conducted online. In an online learning context, feedback is aimed to enhance the interaction between teachers and students. On the other hand, communication is conducted through feedback. It is related to one of the factors that influence the engagement of students in online learning, which is communication and interaction between students and teachers (Lee et al., 2019). Providing students with the opportunity to exercise regulating qualities of their learning and reflect on that practice is an effective strategy to strengthen their self-regulation process. It was connected to the finding that mentioned feedback for self-assessment in performance (Ferguson, 2011; Al-Bashir et al., 2016).

Based on the finding, all teachers agreed that feedback given by teachers could improve students' work. By giving feedback on students' work, the students acquire a chance called resubmission opportunity, which directly gives a chance for repairing and simultaneously improving their work (Espasa et al., 2018). It is in line with the result of a previous study from Hamid & Romly (2021), which stated that feedback was helping students improve their paragraph and essay writing skills and guided them in developing their potential as online learners.

Most teachers disagreed that feedback should focus on good work rather than improvement areas. Learners should receive online discussion comments within 72 hours of the due date and time. It is excellent if learners get feedback on their assignments within a week of the due date. This helps the learner quickly recognize their strengths and areas for improvement before moving on to the next course assignment. Because feedback is a vital part of successful instruction, it is preferable when it is given right away. This allows learners to see where they excelled and need to improve. Another recommended practice for offering effective online feedback is to provide precise feedback that delivers specific information to the learner. It is preferable to send a message with enough detail for the learner to understand the meaning (Lewis & Abdul-Hamid, 2006). What has to be corrected in terms of meeting the assignment specifications should be included in feedback that focuses on areas for improvement. Learners may benefit from valuable materials that are also educational (Leibold & Schwarz, 2015).

Based on the finding, teachers' training was one of the factors that affected the quality of feedback. It is in line with Schartel (2012), which mentioned that teachers' training affects the teachers in providing feedback. Besides, when students incorporate the teacher's advice into their following work, teachers are naturally encouraged to deliver high-quality feedback, and when students appear to ignore it, teachers are naturally disappointed. Therefore, the relationship between teachers and students also affects the quality of feedback. Not only that, but workplace arrangements and teacher workload are essential also for affecting the quality of feedback (Gul et al., 2016). It was parallel to the result of this study about workload and knowing the students can be some factors to influence the quality of feedback.

In practice, feedback should use a sandwich method of feedback that has three parts: starting to comment positively, the next is a comment to some part that needs to be improved, and the last is a positive comment for the students. When the feedback covers an area for improvement, the highlight for correction is required to help the learners improve the work. Praise and encouragement may reward and motivate a learner to keep working hard and strive to improve (Leibold & Schwarz, 2015). On the other hand, positive word feedback is required to approach correcting errors. The finding found that teachers use

specially designed checklists or grids as feedback, which is in line with Leibold & Schwarz (2015), which revealed that technology, rubrics, templates, or responses automatically are common themes implemented in the practice of online feedback.

Several tools were used to give feedback on students' work during online learning, and the finding shows that WhatsApp, Google Classroom, and Zoom became the tools used by the teachers during online learning for giving feedback. These tools were also found by Hamid & Romly (2021) as the tools used most in giving feedback. WhatsApp and Telegram are also used to be a medium for interaction between teachers and students. Besides, WhatsApp seemed familiar to the students as it is used in daily routine and is easy to use for the students. The previous study found that the use of miscellaneous tools during online learning avoid boring class. The role of technology in online education is teaching, conveying, and disseminating information, checking for the presence of students, providing tasks, doing tasks, taking exams, presenting presentations of feedback, and so on (Rahayu & Wirza, 2020).

About the challenges to giving feedback, there were several challenges found in the study's findings. One of them is the lack of internet quotes, which becomes the main problem for online learning in the pandemic (Rahayu & Wirza, 2020). Some reasons for ignoring the feedback include feeling uninterested or bored with feedback gained. As the problem emerges, the teachers should consider not putting too many criteria and choosing the significant aspects in the feedback. As a result, E-feedback techniques are highly suggested, such as email feedback, audio & video feedback, screencasts, and recycling written comments (Al-Bashir et al., 2016). Recycling written comments can be a suggestion for a limited time, especially for individualized feedback online (Al-Bashir et al., 2016). As individualized feedback seems time-consuming and becomes a challenge for teachers (Gul et al., 2016), recycling written comments in an online learning context can be a great suggestion with the help of some software or tools. As long as the matter in work is similar to the other students' work, that will be helpful.

Thereby, several considerations need to be noticed in giving effective feedback during learning, such as 1) a focus on students' performance rather than their qualities; 2) a focus on students' performance rather than their characteristics, and 3) a focus on students' performance rather than their characteristics. 3) compatibility with the assignment's goal; 4) timing, e.g., needed at the right moment; 5) utility, i.e., providing instructions on what to do (Sugianto & Prasetyo, 2020).

CONCLUSION

Based on the result of this study, it was concluded that teachers had a positive perception of giving feedback that revealed that feedback could help the students to improve their work, and it should not only focus on good work but also areas of improvement. Furthermore, feedback becomes a medium for teachers to communicate during online learning. In addition, teachers provided marks and comments as feedback in practice; it was done by highlighting errors and then correcting them. Even though online learning gives students many benefits in teaching, many challenges also appear during teaching online. Some of the challenges are limited time, internet access, and students' ignorance about the feedback given. Thereby, it was suggested that the following study focus more on the reasons that cause the students' attitude, such as ignorance related to the feedback given to the teachers.

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APPENDIX

Table 1. Teachers' Perception on Giving Feedback

No	Statements	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
The Purpose of Feedback						
1.	The use feedback can justify the marks/grades			10%	60%	30%
2.	The use feedback is used to communicate the gaps in performance			10%	50%	40%
3.	Feedback is used to communicate teachers' expectations			10%	20%	70%
4.	Feedback is used to help students to self -assess their performance			10%	40%	50%
5.	The purpose of feedback is for Institutional policy		30%	40%	10%	20%
Anticipation on Response of Students						
6.	Ignore comments and consider grades		50%	40%		10%
7.	Critical feedback demotivates students		50%		20%	30%
8.	Students improve work after feedback				50%	50%
The Concept of Feedback						
9.	The feedback should focus on good work rather than areas of improvement	20%	30%	30%	10%	10%

10.	Remarks should be compatible with marks		10%	40%	40%	10%
Factors Affecting Quality of Feedback						
11.	The quality of feedback is influenced by teachers' training for providing feedback				60%	40%
12.	The quality of feedback is influenced by workload of the teacher	10%	30%	20%	30%	10%
13.	Comments are influenced when teacher knows the student		10%	40%	30%	20%

Table 2. Teachers' Practices on Giving Feedback

No.	Statement	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (4)
Types of Feedback Provision						
1.	Return all marked assignments			20%	50%	30%
2.	Provide marks to students without feedback	10%	50%	20%	10%	10%
3.	Provide good grades			20%	70%	10%
Approach for Correcting Errors						
4.	Highlight errors			20%	60%	20%
5.	Carefully using word feedback positively			10%	30%	60%
6.	Correct errors as found			20%	50%	30%
Feedback Mechanics						
7.	Provide comments on relevant pages			30%	40%	30%
8.	Use of specially designed checklist/grid as feedback			50%	40%	10%

Table 3. The Tools of Providing Feedback

No.	Respondents	WhatsApp Group	Telegram	Google Classroom	Zoom	Mentimeter	Lentera
1.	Teacher 1	✓	✓				
2.	Teacher 2	✓					
3.	Teacher 3	✓					

4.	Teacher 4	✓		✓			
5.	Teacher 5	✓					
6.	Teacher 6				✓		
7.	Teacher 7			✓		✓	
8.	Teacher 8	✓		✓			
9.	Teacher 9						✓
10.	Teacher 10			✓	✓		

Table 4. Challenges Faced by Teachers in Giving Feedback

No.	Challenges	Number of Teachers
1.	Time constraint (Limitation of time)	4
2.	Ignoring the feedback given by teachers	3
3.	Students' limited internet access	2
4.	Misunderstanding with the meaning of feedback given by teachers	3
5.	Not finishing the task given by teachers	1

Figure 1. Teachers' Perception on Giving Feedback

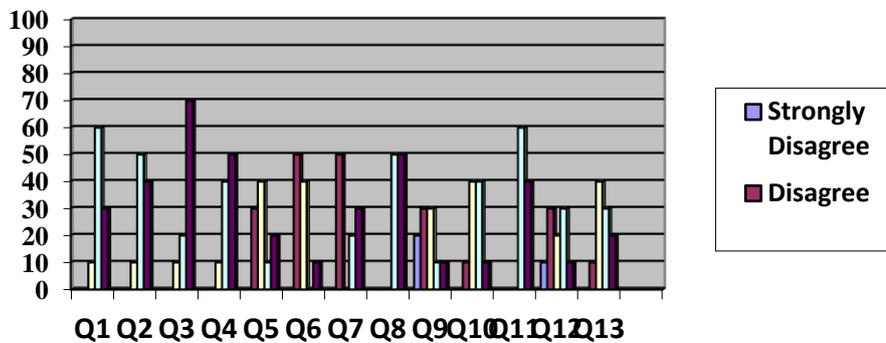


Figure 2. Teachers' Practices on Giving Feedback

