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CONFRONTING EFFECT OF ONLINE TEACHER AND PEER FEEDBACK ON THE STUDENTS' WRITING PERFORMANCE

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Abstract

This research explored the combination of these three aspects, namely: teacher feedback, peer feedback, and Schoology, and looked at the effect on the students' writing performance. Schoology is an online learning management system (LMS) that is used as the platform of online feedback. The problem mainly focuses on the explored effect of online teacher and peer feedback provided through Schoology on the students' writing performance. A total of 70 students were assigned as the participants of the research. The students in the experimental group experienced having teacher and peer feedback provided through Schoology; meanwhile, the students in the control group experienced having conventional teacher feedback. The data were collected based on the students' writing performance in pre-test and posttest as well as the results of questionnaire on the students' perception towards the experimental condition. Then, data analysis was done step by step by comparing the pretest scores at the initial stage which was followed by comparing the posttest scores.

The result of this research revealed that the students who experienced having teacher and peer feedback provided through Schoology did not perform better in writing than those who experienced having conventional teacher feedback.

Keywords: *teacher feedback, peer feedback, Schoology, students' writing performance.*

Introduction

Feedback that is claimed can improve the students' writing performance. Some experts state that although the approaches to teaching writing have transformed dramatically, there is one element that remains constant; both teacher and students feel that teacher feedback on the students' writing is essential, and it is believed to be the most effective feedback. On the other hand, Vigotsky's ZPD theory states that the practice of peer feedback as the individual cognitive outcomes can be seen through the individual social interactions where individuals can learn from each other, especially from more experts. Furthermore, with the development of technology nowadays, it will be more interesting that there is an integration of ICT in EFL writing classes.

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Related to feedback in writing, there are a number of classifications. Direct feedback and indirect feedback, for instance, is a kind of feedback in writing in relation to the way it is given. When the teacher or peers directly circle the errors or put the correct answer on the students' writings, it is considered as direct feedback. On the other hand, when the teacher or peers only provide some notes as "check again the sentence pattern", "what is the appropriate tense that you have to use to describe something happened in the past?" can be classified as indirect feedback since the students still need to figure out what is wrong with their composition.

Another classification of feedback in writing deals with the mode of feedback giving; they are written feedback and oral feedback (Ferris & Hedgcock, 1998). From its name it can be seen that written feedback is when the teacher or peers write down the notes dealing with the students' writing performance; while oral feedback is when feedback is given through oral interaction. In addition to the above-mentioned classifications of feedback, feedback can also be classified in terms of who provides the feedback. In line with this, there are two different types of feedback. Teacher's feedback is, of course, feedback obtained from the teacher; while peer feedback is obtained from the peers.

Teacher feedback and peer feedback are kinds of feedback that have been studied by a number of experts in decades. It cannot be denied that these kinds of feedback offer some benefits on the students' writing performance. Ferris and Hedgcock (1998) depicted that although approaches to teaching writing have transformed dramatically, there is one element that remains constant; both teacher and students feel that teacher feedback on the students' writing is essential and it is believed to be the most effective feedback. The theory of collaborative learning also strengthens that learning - in this case feedback - is a socially constructed activity taking place through communicating with peers which can facilitate their own learning.

It has become a consensus that obtaining feedback from the teacher is more important than that from the peers. Hyland (2003) suggested that many teachers feel that they are unfair in grading the students' writing until they put their fruitful comments on it. Similarly, most students also think that teacher's feedback is so crucial to their writing performance. A number of studies on the teacher feedback have been conducted. Ismail, Maulan, and Hasan (2008), for example, have investigated the effect of teacher feedback on ESL students' writing performance. In their study, they assigned the students to write three different essays for 60 minutes respectively. In each essay they wrote, the students obtained written feedback from their teacher. The study revealed that even a minimal feedback given to students was helpful and provided a platform for the students to do self-revision.

Another study was conducted by Muncie (2000) who investigated the use of teacher feedback on the students' compositions. Based on the result of his study, he did recommend teachers to provide substantial comment as it was useful to promote learner autonomy and help improving long-term writing ability. Additionally, Fiona Hyland (2003) tried to explore the relationship between teacher feedback and students' revision. The finding of her study suggested that teacher gave form-focused feedback as they believed that language accuracy was a very important focus in writing. In line with Ekstein's (2013) study, feedback on language became the one that was preferred by lower proficiency students, while those having higher proficiency preferred to have a more global feedback (i.e., feedback on content and rhetoric) from the teacher.

In addition to the above-mentioned studies, Ferris (1997) also conducted a study to see the effect of teachers' commentary on the students' revision. She has examined over 1,600 comments written on 110 first drafts of papers by 47 advanced ESL students, focusing on both pragmatic and linguistic features of each comment. Having examined the students' revised drafts, she came into conclusion that teacher's feedback improved the students' papers. Additionally, her study also revealed that longer comments and those which were text specific were associated with major changes compared to those which were shorter, and more general comments.

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The idea of students obtaining feedback on their writing from their peers has become an important alternative to teacher-based response in ESL context. Though some still have belief that it should be the teacher who gives the feedback on the students' writings (Ferris, Pezone, Tade, & Tinti, 1997; Hyland, 2003; Rollinson, 2005), there have been a number of crystal evidences showing that peer feedback is a worth tool to improve the students' performance in making composition. First, Hansen and Liu (2005) suggest that students can be as the source of information for each other in which such role is normally taken by the teacher making the students take active roles in their own learning and re-conceptualize their ideas keep in peers' reaction. In addition, Ferris and Hedgcock (1998) stated that the responding of critical skills to peer's writing are needed to analyze and revise one's own writing, so that the students can reduce apprehension and gain confidence by seeing peers' weaknesses and strengths in writing. The important thing from peer feedback is that it can build communication skills as well as reducing the teachers' workload.

There have been a number of studies revealing that peer feedback has been done for years. Carson and Nelson (1996), for instance, studied the students' perception towards peer response. In their study, they tried to find out what Chinese students perceived on the practice of peer response. They involved three peer response groups consisting of 11 students in an advanced English as a Second Language writing class; two groups had four members respectively, while the other had three members – in each group, there was one Chinese student in each while the rest came from Mexico, Laos, Bangladesh, Argentina, Iran, Thailand, and Haiti. The finding showed that the Chinese students were reluctant to comment on their peers and they even held themselves not to have conflict with their peers since they thought that writing is a social activity, so they had to maintain the group harmony. In other words, this study suggested that the students should come from the same social background in order to obtain the optimal result of peer feedback which could make them easily discuss each other.

A similar study intends to see the students' perception toward teacher and peer feedback. To begin with, Jacobs, Curtis, Braine, and Huang (1998) wanted to see the students' perception by distributing the questionnaire. There were 121 students participating in the study, and the results of the questionnaire depicted that the students preferred peer feedback as an alternative of teacher feedback. This showed that most of the students still put a strong emphasis on the teacher's feedback without ignoring the influence of peer feedback. Miao, et al. (2006) and Kamberi (2013) also came into the same conclusion that peer feedback, compared to teacher feedback, was considered as an alternative way as teacher feedback tended to lead to higher improvement of the students' writing. Different from Jacobs, et al. (1998) and Miao, et al. (2006), Ghani and Ashger (2012) summed up that the students preferred both teacher and peer feedback without putting which one becoming the most preferable one. Their study, in addition, also revealed that these kinds of feedback offered different benefits; peer feedback offered collaborative activity since the students need to discuss and comment on the writing together with their peers, while teacher feedback induced macro changes like on content as well as organization which might not be found in the peer feedback.

Some other studies focus on how peer feedback should be done. Take for example, Berg (1999) conducted a study on the impacts of trained peer response on English as a Second Language students' revision types and writing quality. This research involved 46 ESL students divided into two groups; one was trained to participate in peer response activity, while the other was not. The result provided evidence that those who were trained positively affected their revision types as well as their writing quality.

Taking the opportunities as the peer reviewers has also been studied by some. Lundstrom and Baker (2009), for example, compared which one is better between students who reviewed their friends' writing but not getting the feedback at all and the students who acted as feedback receivers. They came into conclusion that giving is better that receiving as the students providing

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feedback perform better and overtook those who only received the feedback. Moreover, a number of experts (Cho & Cho, 2011; Cho & MacArthur, 2011; Hu, 2005) have studied the power of peer's comment on the students' writing. They were in agreement that reviewing comments obtained from the peers could assist the students to make revision on their individual's writing. Berggren (2013, 2015), furthermore, also studied how Swedish lower-secondary level students improve their writing ability by acting as peer reviewers. She conducted a research in two EFL classrooms and her study showed that students could learn about writing by giving feedback and the activity could improve their awareness on audience and genre of their writing.

Another study on the use of peer feedback in a writing class was also conducted by Chen, Liu, Shih, Wu, and Yuan (2011). Their study aimed to investigate the effectiveness of peer feedback to improve the elementary school students' writing quality through blogging. The research findings show that peer feedback through blogging was an effective way to improve the quality of elementary school students' writing, because blogging offered a number of positive things, namely: ease of editing, quick input and convenience of looking up information on the Internet.

The results of previous studies obviously indicate that both teacher feedback and peer feedback benefit the students in terms of improving their writing performance, regardless the fact that these two kinds of feedback also offer a number of limitations (Berg, 1999; Carson & Nelson, 1996; Hansen & Liu, 2005). Teacher feedback is considered not practical as it might not cover all students within the class period, while peer feedback might not be valid as the peers may not check which one is correct. Though some may think that teacher feedback is still the one that might provide fruitful comments for the students (Jacobs, et al., 1998; Miao, et al., 2006), peer feedback is considered as an important thing within writing activities as the students may learn from their peers' writing (Berggren, 2012, 2015; Cho & Cho, 2011; Cho & MacArthur, 2011; Hu, 2005; Lundstrom & Baker, 2009).

Nonetheless, the previous studies mostly focused on the implementation of teacher feedback and peer feedback as separate topic being discussed; the study on integrated teacher and peer feedback with the help of technology has been overlooked and limited. There is no doubt that feedback given by the teacher is powerful, but the reason of integrating peer feedback in addition to teacher feedback in the present study is based on the findings of a number of experts (Nicol & Macfarlane-Dick, 2006; Rust, O'Donovan, & Price, 2006; Van den Berg, Admiraal, & Pilot, 2006) showing that students' active engagement in the peer feedback provision produces better structured interactions between students as well as more organized written work. Furthermore, there is also a growing interest about developing the capacity of learners to evaluate and improve both their own work and that of others (Moore & Teather, 2013). Besides, as revealed in Moloudi's (2011) study, the teaching of EFL writing ought to be accompanied with peer review to accelerate and facilitate revision and editing process, to spare their time for more fruitful tasks for the benefit of their students and to ease writing teachers from the burden of evaluating their students' writing. Finally, the integration of technology is due to the digitization era which challenges the teacher and the students to use some platforms which can facilitate the teaching and learning process. Given such reality, the present study should be carried out to reveal a more conclusive finding that leads to the betterment of the students' performance in writing.

For the purpose of the present research, argumentative essay was chosen as the genre that needs to be written by the students. There are some considerations of choosing this kind of text type. First, argumentative essay is a required material for English Department students in State University of Malang (Catalogue of English Department, 2017). Second, argumentative essay was considered as the highest level of text types as it involves more complex rhetoric (i.e., argument, opponent argument, and refutation) compared to other kinds of essays like exemplification essay and classification essay (Folse & Pugh, 2007; Smalley, Ruetten, &

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Kozyrev, 2001; Antoro, Darminah, Riyanti, Emilia, & Widiati, 2012). Moreover, the use of Schoology, previous research result showed that it is effective to be implemented in writing classes besides its practicality to record all the feedback obtained from both teacher and peer.

Problem of Research

This research explored the effect of teacher and peer feedback provided through Schoology on the students' writing performance in argumentative essays in view of the discrepancy presented earlier. The question was generated to see the effect of teacher and peer feedback provided through Schoology on the students' writing performance. Thus, the research question was "Do the students who get teacher and peer feedback provided through Schoology perform better in writing an argumentative essay than those who get conventional teacher feedback?"

Research Focus

The result of the research intends to contribute to the body of knowledge on the potential strategy in giving feedback that can be implemented in writing classes. Additionally, it is expected that the research finding can offer a significant contribution to enrich the existing theory of English language teaching, particularly on how teacher and peer feedback provided through Schoology can give effect on the students' writing performance. Moreover, the result also intends to provide empirical evidence on how this combination of feedback can be used as the strategy in writing classes. Furthermore, the integration of technology in teacher and peer feedback could give them some ideas to make the feedback more powerful and the writing class more enjoyable.

Research Methodology

General Background

This research adopted a quasi-experimental research since the researcher does not choose the sample randomly and it is impossible to reorganize the classes to accommodate the present study (Ary, Jacobs, Razavieh, & Sorensen, 2006; Creswell, 2008). In line with this, the present research involved two available classes. One of the classes experienced having both teacher and peer feedback provided through Schoology, while the other had conventional teacher feedback. These two classes were, then, compared to each other to see whether the treatment given affected the students' writing performance. Pre-test and post-test were administered to see the students' performance before and after the treatment was conducted. This was strongly needed as these two were the indicators whether there were any differences on the students' writing performance with different types of feedback (Ary, et al., 2006; Creswell, 2008). In this case, the types of feedback were considered as the independent variable, while the students' writing performance in writing an argumentative essay was considered as the dependent variable, both the experimental and the control groups were measured at the same time with equivalent materials during the treatment. In this case, the experimental group experienced having online teacher and peer feedback provided through Schoology.

Sample

As this research employed a quasi-experimental design, there was no random sampling. There were about 200 students from the English Department taking argumentative writing course which were distributed into 8 classes. Basically, all these 8 classes had equal chance to

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be selected as the subjects of the research; nevertheless only 2 out of the 8 classes that were accessible for the present research. They were two classes; one class as the experimental group and the other as the control group consisting of 32 and 38 students respectively. This can be seen in Table 1.

Table 1. Participants of the research.

Group	Number of the Students
Experimental (online teacher and peer feedback provided through Schoology)	32
Control (conventional teacher feedback)	38
Total	70

Instrument and Procedures

There were two research instruments that were employed in the present research. The first instrument was a writing test to see whether there was any significance difference on the students' writing performance, and the second was the questionnaire which was intended to know the students' responses towards the implementation of teacher and peer feedback. Table 2. depicts the function of each instrument. In addition, both the writing tests and questionnaire were constructed based on the principle of a good test, namely: validity, reliability, and practicality. In terms of validity, the tests should really measure what it should be measured, i.e., the students' performance in writing. In terms of reliability, on the other hand, the tests should provide preciseness of the writing scorer to determine the actual performance of the students. Writing test was the main instrument in the present study. It was intended to collect the data about the students' performance in writing argumentative essays. In order to get the appropriate writing test, the following should be administered. The questionnaire was used as one of the research instruments in the present study as the researcher would like to know the students' perception on the implementation of teacher and peer feedback provided through Schoology. This instrument was in the form of open-ended responses as the researcher would like the students to reflect on the activities that have been done. This instrument was given to the students after they experienced having teacher and peer feedback provided through Schoology.

Table 2. Research instruments and variables to measure.

No	Instruments	Variables to Measure	Function
1.	Writing test	Students' writing performance after the treatment	As a prompt for the students to write
2.	Questionnaire	Students' responses on the treatment	As additional data to know the students' perception on the experiment

Research Procedure

Table 3 depicts that the 9 meetings were divided into several sections. The first one was for the pre-test which was conducted to see the entrance behavior of the students before the treatment was conducted. The following meeting was used as the introduction on what an argumentative writing is and how to write it. The students also obtained the model of an argumentative essay. The next three meetings were allocated for the first process writing in which the students started composing their argumentative essays: writing the introductory paragraph, body paragraphs, and concluding paragraph. Meanwhile, the students in the experimental group needed to post

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their work in Schoology and got feedback from the teacher and their peers via Schoology, while those in the control group simply needed to have a consultation with the teacher to get the feedback. The students in both the experimental and the control groups were assigned to revise their essay after they have got feedback. At the end of the first process writing, the students also needed to present their revised draft via Schoology for those in the experimental group and in front of the class for the control group. This was, then, followed by another three meetings of process writing which had similar activities as the former one. The research ended in the ninth meeting in which the students wrote an argumentative essay as a post-test.

Table 3. Timeline of the research.

Meeting	Activities	
	Experimental Group	**Control Group**
1	**Pre-test** Assigning the students to write an argumentative essay	**Pre-test** Assigning the students to write an argumentative essay
2	Prewriting Overviewing what an argumentative writing is and how to write it by giving a good model of argumentative writing Providing sample writing and modelling the students on how to provide feedback through Schoology.	Prewriting Overviewing what an argumentative writing is and how to write it by giving a good model of argumentative writing
3	**Drafting – Editing** Reviewing the material that had been discussed in the previous meeting and preparing the students to move to drafting and editing phase in which the students were going to scaffold their ideas on argumentative writing and start writing their introductory paragraph and the first body paragraph. Then, assigning the students to post their work in Schoology so that they would get feedback from the teacher and their peers via Schoology. At the same time, the students could start revising their introductory paragraph and the first body paragraph based on the feedback from the teacher and their peers via Schoology.	**Drafting - Editing** Reviewing the material that had been discussed in the previous meeting and preparing the students to move to drafting and editing phase in which the students were going to scaffold their ideas on argumentative writing and start writing their introductory paragraph and the first body paragraph. Then, assigning the students to show their work to the teacher so that they would get feedback from the teacher. At the same time, the students could start revising their introductory paragraph and the first body paragraph based on the feedback from the teacher.
4	**Drafting – Editing** Checking whether the students have revised their introductory paragraph and the first body paragraph based on the feedback from the teacher and their peers via Schoology. Then, assigning the students to continue writing their body paragraphs and concluding paragraph. Finally, assigning the students to post their work in Schoology so that they would get feedback from the teacher and their peers via Schoology. At the same time, the students could start revising their body paragraphs and the concluding paragraph based on the feedback from the teacher and their peers via Schoology.	**Drafting - Editing** Checking whether the students have revised their introductory paragraph and the first body paragraph based on the feedback from the teacher. Then, assigning the students to continue writing their body paragraphs and concluding paragraph. Finally, assigning the students to show their work to the teacher so that they would get feedback from the teacher. At the same time, the students could start revising their body paragraphs and the concluding paragraph based on the feedback from the teacher.

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Meeting	Activities	
	Experimental Group	**Control Group**
5	**Drafting – Editing – Publishing** Checking whether the students have revised their body paragraphs and the concluding paragraph based on the feedback from the teacher and their peers via Schoology. Then, assigning the students to finalize their essay. After that, assigning the students to post their work in Schoology so that they would get feedback from the teacher and their peers via Schoology. At the same time, the students could start revising their essay based on the feedback from the teacher and their peers via Schoology and publish the essay in Schoology.	**Drafting – Editing - Publishing** Checking whether the students have revised their body paragraphs and the concluding paragraph based on the feedback from the teacher. Then, assigning the students to finalize their essay. After that, assigning the students to show their work to the teacher so that they would get feedback from the teacher. At the same time, the students could start revising their essay based on the feedback from the teacher and present the essay in front of the class.
6	**Prewriting** Reviewing the material that had been discussed in the previous meetings and discussing a new model of argumentative essay (see Appendix 2b for the model text). **Drafting - Editing** Assigning the students to outline a new argumentative essay and write the introductory paragraph and the first body paragraph. Then, assigning the students to post their work in Schoology so that they would get feedback from the teacher and their peers via Schoology. At the same time, the students could start revising their introductory paragraph and the first body paragraph based on the feedback from the teacher and their peers via Schoology.	**Prewriting** Reviewing the material that had been discussed in the previous meetings and discussing a new model of argumentative essay (see Appendix 2b for the model text). **Drafting - Editing** Assigning the students to outline a new argumentative essay and write the introductory paragraph and the first body paragraph. Then, assigning the students to show their work to the teacher so that they would get feedback from the teacher. At the same time, the students could start revising their introductory paragraph and the first body paragraph based on the feedback from the teacher.
7	**Drafting – Editing** Checking whether the students have revised their introductory paragraph and the first body paragraph based on the feedback from the teacher and their peers via Schoology. Then, assigning the students to continue writing their body paragraphs and concluding paragraph. Finally, assigning the students to post their work in Schoology so that they would get feedback from the teacher and their peers via Schoology. At the same time, the students could start revising their body paragraphs and the concluding paragraph based on the feedback from the teacher and their peers via Schoology.	**Drafting - Editing** Checking whether the students have revised their introductory paragraph and the first body paragraph based on the feedback from the teacher and their peers via Schoology. Then, assigning the students to continue writing their body paragraphs and concluding paragraph. Finally, assigning the students to show their work to the teacher so that they would get feedback from the teacher. At the same time, the students could start revising their body paragraphs and the concluding paragraph based on the feedback from the teacher.
8	**Drafting – Editing – Publishing** Checking whether the students have revised their body paragraphs and the concluding paragraph based on the feedback from the teacher and their peers via Schoology. Then, assigning the students to finalize their essay. After that, assigning the students to post their work in Schoology so that they would get feedback from the teacher and their peers via Schoology. At the same time, the students could start revising their essay based on the feedback from the teacher and their peers via Schoology and publish the essay in Schoology.	**Drafting – Editing - Publishing** Check whether the students have revised their body paragraphs and the concluding paragraph based on the feedback from the teacher. Then, assigning the students to finalize their essay. After that, assigning the students to show their work to the teacher so that they would get feedback from the teacher. At the same time, the students could start revising their essay based on the feedback from the teacher and present the essay in front of the class.
9	**Posttest** Assigning the students to write an argumentative essay (see Appendix 1b for the writing prompt)	**Posttest** Assigning the students to write an argumentative essay (see Appendix 1b for the writing prompt)

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The data of this research were 70 scores resulted from the writing test conducted at the beginning of the feedback provision activities, and 70 scores derived from the writing performance at the end of a series of feedback provision. These series of feedback provision were conducted with the expectation that the students could learn from the feedback given either in the experimental or the control group before they composed a new piece of writing at the end. Pre-test was used to see the entrance behavior of the students, while posttest was used to see the effect of the treatment in experiment and control group. These two tests, moreover, were conducted at the same day for these two groups of students.

Data Analysis

In the test, the students were asked to write an argumentative essay. The students' argumentative essays were assessed by adapting the scoring rubric for IELTS writing task 2 with the weighing considering the proportion as stated by Weigle (2002) and Brown (2004). The scoring rubric covers four aspects, namely: task response (30%), coherence and cohesion (30%), lexical resource (20%), and grammatical range and accuracy (20%), and the score ranges very poor to very good. Hence, the students' essays were assessed analytically, and this is important to increase rater reliability and provide the raters with a specific scoring standard (Brown, 1996). Moreover, the interrater reliability was analyzed statistically by using Cohen's Kappa coefficient. After scoring the students' essays, the next procedure was descriptive statistics analysis which was aimed to summarize a set of score from the result of analyzing data under investigated variables (Carol & Morris, 1987).

Research Results

The research results break the assumption that the more feedback the students got at the same time, the better their performance will be. The existence of peer feedback was considered as complimentary to teacher feedback in which it was expected that the students would perform better. However, this quantitative study showed that this assumption was not assured.

The Scoring of the Data Collected Result

All students listed in the attendance list in the experimental (n=32), the control (n=38), groups were involved to join the posttest in this study. To give more vivid picture of the result of the post-test, the scores are illustrated in the form of the histogram on Figure 1.

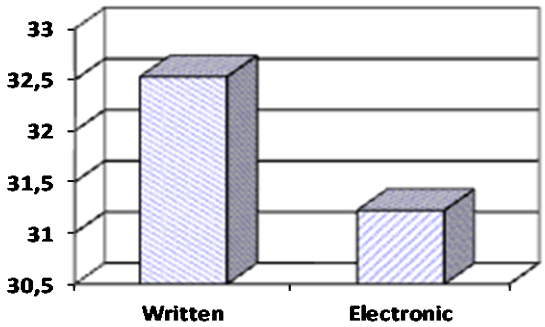


Figure 1. The mean difference of control and experiment groups in the post-test.

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The Result of Descriptive Statistical Analysis

The descriptive statistical analysis results of both the written feedback group and the online feedback group are displayed in this sub-chapter in one section in order to see the different results from both groups. Besides, it is also important to see the results before coming to the hypothesis in this study. Table 4 displays the summary of the posttest results.

Table 4. The descriptive statistical analysis of the post-test in the control and the experimental groups.

Descriptive statistics					
Feedback	***n***	***Min***	***Max***	***Mean***	***SD***
Written	38	29	37	32.53	2.544
Electronic	32	28	37	31.22	2.296
Valid N (Listwise)	32				

Table 4 shows that the means between written groups and electronic groups are statistically different. The findings showed that the mean score for written groups is 32.53, which was higher than, the mean score of electronic group which is only 31.22.

The Results of the Hypothesis Testing

Referring to the mean of written feedback and online feedback, it could be revealed that the mean of written feedback is higher than that of online feedback. Then according to the basis of decision making in the Independent Sample t-test, Ho is rejected.

Table 5. Comparison of writing quality of the written feedback group and the online feedback group.

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	*p*	*t*	*df*
Scores	Equal variances assumed	2.690	.106	2.239	68
	Equal variances not assumed			2.259	67.649

Independent Samples Test				
		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Scores	Equal variances assumed	.028	1.308	.584
	Equal variances not assumed	.027	1.308	.579

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Based on the output, of the independent sample t-test, the results can be drawn as follows: (1) The probability (the value of Sig. (2-tailed)) that the difference is due to chance is .028 and .027, (2) Since the probability that the difference is due to chance is higher than 0.05, there is no significant difference between written feedback and online feedback, (3) The difference between written feedback and online feedback is not significant. The result of t-test revealed that the obtained probability was .028 and .027. It was higher than significance level $p = 0.05$, it meant that statistically there is no significant difference in students' writing quality who are getting online feedback and who are getting conventional feedback or teacher written feedback.

In a nutshell, the finding of this research and those of the previous studies indicated that the integration of technology in the writing classes did not always lead to better performance of the students if it is compared with the practice in conventional writing classes. While it is true that the students had better performance after they were exposed to the technology-based instruction, their writing performance was not better than those who had conventional writing classes. In addition, the more feedback the students got did not necessarily make better writing performance.

It has been mentioned earlier that the result of statistical analysis depicted that the students in the experimental group did not perform better than those in the control group; nonetheless, the comparison of the scores in writing aspects revealed that the students who got online teacher and peer feedback provided through Schoology overtook the students' performance in the control group in two different aspects, i.e., lexical resource and grammatical range and accuracy. Table 4. presented the comparison of means of the writing aspects for the experimental and the control groups.

Table 6. Comparison of means of the writing aspects.

Writing Aspects	Mean	
	Experimental Group	Control Group
Task Response	22.11	22.37
Coherence and Cohesion	21.82	23.56
Lexical Resource	16.64	15.48
Grammatical Range and Accuracy	15.86	15.04

Table 4. gives information that the students in the experimental group had higher mean in 2 out of 4 aspects in writing, i.e., lexical resource and grammatical range and accuracy. This happens since these two are those that are frequently given by both teacher and peers, and these two are considered easier to revise. However, it does not mean that the students did not get any benefit from the feedback given on either task response or coherence and cohesion; the students did get benefit from the feedback given on these two areas, but those in the control group performed better in these two aspects of writing.

Reason for the Non-Significant Effect of Online feedback

In order to investigate the reason for non-significant effect of online feedback, this study used the students' perception of online feedback through Schoology in their writing classes, end-of-semester questionnaires were analyzed. The descriptive statistics were computed and used to calculate the mean scores and percentage of the questionnaire items. The result of the student's responses to the implementation of electronic feedback using Schoology was done through a questionnaire analysis which has filled 26 students of experimental class at the last meeting of the research.

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Table 7. The result of questionnaire responses.

No	Statements	Average	Criteria
1.	Q1. I know and understand the Schoology as online feedback	3.81	Agree
2.	Q2. I like the Schoology learning media as online feedback?	3.88	Agree
3.	Q3. Schoology as online feedback is an appropriate learning media to be applied	3.92	Agree
4.	Q4. I do not find any difficulties to use Schoology as online feedback?	3.69	Agree
5.	Q5. I just love reading the material and doing the evaluation in Schoology as online feedback	3.62	Agree
Average		3.78	**Agree**
6.	Q6. Lecturers provide materials by including material resources in Schoology as online feedback	3.81	Agree
7.	Q7. Learning without face-to-face in Schoology as online feedback is good	3.38	Simply Agree
8.	Q8. Lecturers utilize facilities that support the learning of Schoology as online feedback	3.77	Agree
9.	Q9. lecturers fairly assess the students in the learning of Schoology as online feedback	3.85	Agree
10.	Q10. I use facilities that support Schoology learning as online feedback	3.81	Agree
11.	Q11. Schoology learning as online feedback is more fun than conventional one (lecturing)	3.69	Agree
12.	Q12. The campus facility has supported the learning of Schoology as online feedback	3.46	Simply Agree
Average		3.72	Agree

Table 7. presents the overall means of each the questionnaire item. The results revealed that the average score was 3,72. It indicated that most of the students agree with the implementation of online feedback. The students' responses for Q1, related to students' knowledge on online feedback implementation, were average, score 3,81. It indicated that most of the students have knowledge with online feedback. The students' responses for Q2 and Q3, related to Schoology as learning media, were average, score 3,88 and 3,92. It indicated that most of the students agree about the implementation Schoology as learning media. The students' responses for Q4, related to students' perception in operating Schoology as an online feedback, were average, score 3,69. It indicated that most of the students had no difficulty in operating Schoology. The students' responses for Q5, related to material and evaluation on online feedback implementation, were average, score 3,62. It indicated that Schoology had good facilities. Overall, from Q1 to Q5, it can be concluded that online feedback through Schoology is easy to operate and understand.

Similarly, the students' responses for Q6 to Q12 related to Schoology features, were average, score 3,72. The students' responses for Q6, related to including material resources on online feedback implementation, were average, score 3,81. It indicated that lecture could provide material on Schoology. The students' responses for Q7, related to the Schoology as

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online feedback quality, were average, score 3,38. It indicated the students perceived that the Schoology as online feedback had an average quality. The students' responses for Q8 and Q10, related to the supporting facilities of Schoology as online feedback quality, were average, score 3,77 and 3,81. It indicated that the Schoology as online feedback had the supporting facilities that could be used for learning media. The students' responses for Q9, related to assessment facilities of the Schoology as online feedback, were average, score 3,85. It indicated the students perceived that the Schoology as online feedback could be used as an evaluation tool. The students' responses for Q11, related to the students' experience in the implementation of Schoology as an online feedback compared with the conventional method (lectures), were average, score 3,69. It indicated that the implementation of Schoology as learning media was interesting. The students' responses for Q12, related to the campus facilities, were average 3,46. It indicated that the campus facilities that supported online feedback were lack of facilities. However, the average score for Q7 and Q12 was 3. It revealed that students perceived online feedback through Schoology as a learning activity which they neither agreed nor disagreed.

Dealing with quality (Q7), most of the students perceived that the quality of Schoology should be adjusted to the learning process that is implemented. It meant that there are some facilities in the Schoology that must be appropriated to the students' learning styles. Furthermore, dealing with campus facilities (Q12) that supported the online feedback implementation, most of the students' perceived that campus facilities needed to be upgraded to support the online feedback infrastructure requirements.

Discussion

In line with the finding of this research, it was revealed that although the difference was significant, the gain of the control group overtook that of the experimental group. There might be a number of evidences showing why the students who got teacher and peer feedback provided through Schoology did not perform better than those who got conventional teacher feedback. The evidences were revealed from the essays the students revised and from the result of questionnaire.

There are several studies showing that the integration of technology did not overtake the practice of conventional writing classes. A study conducted by Choi (2014), for instance, came into the conclusion that a considerable amount of online feedback was still useless and did not lead to successful revisions in most cases. The investigation results showed that a large amount of online comment was about general evaluations, such as praises, while others were irrelevant comments and social remarks, and this was strongly influenced by the teacher and the students' competence in feedback provision.

Moreover, Huang (2016) who investigated the use of blogs as the media for feedback provision also stated that blogs may not be the most appropriate medium for all feedback components and the most suitable tool for all writing tasks types. The reason was that the process to pointing out language errors on blogs took more time than marking errors on paper. Dippold (2009, as cited in Huang, 2016) also stated that from the viewpoints of both technology and teaching pedagogy, using blogs to highlight the linguistic or structural errors in detail must be reconsidered. This also becomes the limitation of the present study as it was found that the same errors were repeated frequently although the feedback on such errors has been given, and it is true that marking errors on paper is much easier than providing the feedback through Schoology.

In addition to the above-mentioned reasons, there are at least five other reasons that are summarized from the results of analyzing the questionnaire. First, the use of Schoology as the medium for feedback provision requires the students to be patient in getting the feedback. It has been postulated that Schoology has characteristics that can support the teaching and

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learning writing. One of the characteristics of Schoology is that it offers a timeless interaction (Adin, 2017) which means that the interaction between the teacher and the students, as well as the students with their peers went on although the class ended. This is a positive thing as the teacher and the students could still give comments without any time borders. However, "being timeless" is sometimes not good to some extent. This is because the students had to wait for her turn to get feedback from both the teachers and the peers, and of course it is impossible for the teacher to stay 24 hours a day to provide feedback. In practice, some students would prefer to have the conventional teacher feedback in which they could ask feedback directly without waiting for a long time.

Second, some students feel difficulties in looking for the essays that became their responsibility to comment on. While it is true that Schoology helps the teacher and the students actively participate in the teaching and learning process (Purnawarman, et al. 2016), some students were reluctant to give comments through Schoology as most students agreed that it was quite a tiring activity since they had to find the essays from bulks of essays that had been posted previously in the platform. Furthermore, Lin and Yang (2011) as well as Purnawarman, et al. (2016) also mentioned that most of the students confirmed that Schoology was confusing although they had been familiar with Schoology. Braine (2001), moreover, stated that when dealing with online task, students seemed to have difficulties in following the rush of multiple tasks.

Third, the feedback posted in Schoology is sometimes not clear and simply in the form of compliments. While it is true that the teacher and the students could exchange collective and individual feedback through Schoology (Hastomo, 2016), and it has been admitted that the peers could also be the source of information for each other (Hansen & Liu, 2005), the finding of this study is in line with Wu's (2006) study stating that feedback given did not serve a linguistic function to give constructive and meaningful comments but served a pragmatic function to give complimentary praise or blessings. In this study, some students did not put adequate comment on their friend's essay.

Fourth, another limitation of teacher and peer feedback provided through Schoology deals with the internet connection. It has been a consensus that ICT needs the internet connection. Unfortunately, the internet connection in our surrounding was not that good, so once the students had the problem with the internet connection, they stopped working with their Schoology and did something else. This is one thing that needs to be managed as internet connection is considered as one of the main critical success factors in the implementation of e-learning (Khan, 2005). Finally, and the most important reason that makes online teacher and peer feedback provided through Schoology ineffective is the absence of two-way interaction between the teacher and the students, and the students with the other students. In other words, most interaction in Schoology was one-way interaction.

In a nutshell, the use of teacher and peer feedback provided through Schoology did not necessarily lead to the betterment of the students' writing performance. While it is true that there have been a number of studies supporting the power of ICT integrated in EFL writing classes, the present study revealed that there were a number of downsides that made the students who got teacher and peer feedback provided through Schoology did not perform better than those who got conventional teacher feedback. In addition, the present research also had the limitation in which this study did not investigate further whether both teacher feedback and peer feedback were accommodated by the students in the experimental group. Hence, this could be considered as the focus for further researchers.

This is so logical since in the conventional teacher feedback, the students could ask for clarification and confirmation about the essays they had written. This is also the one that was missing in Wihastyanang's (2018) study; hence, there was no significant difference on the two groups he investigated. Additionally, Higgins, Hartley, and Skelton (2001) have suggested

that feedback may need to be more dialogical and ongoing as clarification, discussion, and negotiation can equip students with a better appreciation of what is expected of them. In line with Irwin's (2019) suggestion, the students were initially reluctant to offer feedback written in English as use of the target language has been increased with adequate practice, even in low level L2/FL academic writing courses.

In line with Ellis (1994), a language learning perspective, computers are recognized as attractive learning tools. It meant that these tools might lead students to become autonomous learners, because it can help and motivate EFL students in many ways to seek and fulfill their own learning needs (Patan, 2013). Furthermore, the use of computer like schoology.com along with internet access as electronic feedback, might help in motivating students to learn through authentic situation. Additionally, Baim (2004) suggests that the innovative cloud computing tools is an effective strategy that teachers can use to manage writing skills. Since the study concluded that technology such as computing as the online tools are essential for teachers as the modern ways to be applied by utilizing computational tools in language instruction.

Conclusions and Implications

This research revealed that conventional teacher feedback is proven to be more powerful, so that teacher and peer feedback provided through Schoology cannot beat its power. There might be a number of reasons underlying this finding. First, teacher feedback is considered more important since most teachers believe that they are unjust if they do not put any fruitful comments on the students' writings, and most students think that teacher feedback is crucial for their writing improvement. Second, teacher surely knows what is actually needed by the students to improve their writing as he/she can provide a more focused feedback for the students with certain difficulties in constructing their ideas in writing. Third, teacher feedback as conventional method of feedback provision is considered powerful as there is a two-way interaction between the teacher and the students which opens a wide chance for the students to actively participate in asking questions, clarifying meaning, and discussing their essays with the teacher. Finally, the theory of collective society leads the students to strictly and blindly respect elders or authority figures – in this case their teachers.

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