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USING GOOGLE MEET AS AN ELECTRONIC FEEDBACK TOOL TO IMPROVE STUDENTS' WRITING SKILLS

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ABSTRAK

Among all language skills, writing ranks among the most important in learning English as a foreign language (EFL); however, even high-level students may have difficulty producing well-structured, grammatically correct texts, in part because they receive little effective feedback on their writing. The purpose of this study is to explore Google Meet as an electronic feedback tool to enhance students' writing skills, particularly grammar accuracy, sentence structure, and organization. The research used a quantitative pre-test post-test design in the second semester of an English Education program in Indonesia. Data were collected from writing tests and other documentation, including students' assignments and mediated feedback sessions via Google Meet. The results showed that students' writing ability significantly improved, with post-test scores higher than pre-test scores. Real-time feedback on learning preferences helped teachers clarify and made error patterns more evident to students. Because of this, Google Meet is a great way to develop students' writing.

ABSTRAK

Di antara semua keterampilan bahasa, menulis termasuk yang paling penting dalam belajar bahasa Inggris sebagai bahasa asing (EFL); namun, bahkan siswa tingkat tinggi pun bisa mengalami kesulitan menghasilkan teks yang terstruktur dengan baik dan benar secara tata bahasa, sebagian karena mereka jarang menerima umpan balik yang efektif tentang tulisan mereka. Tujuan dari penelitian ini adalah untuk mengeksplorasi Google Meet sebagai alat umpan balik elektronik untuk meningkatkan keterampilan menulis siswa, terutama ketepatan tata bahasa, struktur kalimat, dan organisasi. Penelitian ini menggunakan desain kuantitatif pra-tes dan pasca-tes pada semester kedua program Pendidikan Bahasa Inggris di Indonesia. Data dikumpulkan dari tes menulis dan dokumentasi lain, termasuk tugas siswa dan sesi umpan balik yang dimediasi melalui Google Meet. Hasilnya menunjukkan bahwa kemampuan menulis siswa meningkat secara signifikan, dengan skor pasca-tes lebih tinggi daripada skor pra-tes. Umpan balik langsung tentang preferensi belajar membantu guru menjelaskan dan membuat pola kesalahan lebih terlihat bagi siswa. Karena itu, Google Meet adalah cara yang bagus untuk mengembangkan kemampuan menulis siswa.

Kata kunci: *Umpan Balik Elektronik, Google Meet, Kemampuan Menulis, Siswa EFL*

INTRODUCTION

Writing is one of the most complex skills in learning English as a foreign language, as it requires learners to organize ideas, follow grammatical rules, and create meaningful texts (Harmer, 2004). However, many students struggle to write because they receive little and poor feedback. Feedback is important for the development of students´ writing skills, specifically their grammatical accuracy (Bitchener & Ferris, 2012). It has been shown that written corrective feedback plays an important role in second language acquisition (Ellis, 2009; Ferris, 2011). Moreover, feedback contributes to students' awareness of their weaknesses, helping them improve and rewrite the target task (Hyland & Hyland, 2006).

However, conventional feedback practices can still be limited in terms of timeliness and interactivity. (Ahmed et al., 2021). As technology has developed, an alternative strategy has emerged: electronic feedback in language learning (Heift & Schulze, 2007). They also enable more immediacy in explanations from teachers and more interactive learning (Shintani & Ellis, 2013). While electronic feedback has been investigated in depth, most studies focus on text-based systems (Ahmed et al., 2021). Thus far, few studies have explored the use of video conferencing tools like Google Meet as a feedback medium. (Marian et al., 2023). Hence, the objective of this study is to investigate the efficacy of Google Meet in enhancing students' writing skills.

Moreover, synchronous online platforms such as Google Meet offer opportunities for more immediate, dialogical feedback (Suaib et al., 2022), which is generally considered more effective in helping students understand and resolve writing errors. This gives them real-time interaction and a chance to clear up their doubts on the spot. (Lestari et al., 2021), and the opportunity to have productive conversations with the teacher. The use of video conferencing tools also promotes a more student-centered approach. (Lestari et al., 2021), allowing students to actively engage with one another, ask questions, and reflect on their writing practices. Such an interactive feedback mechanism helps improve students' linguistic accuracy and their confidence and motivation in writing. Thus, investigating Google Meet as an electronic feedback tool warrants empirical evidence on how technology-mediated feedback can enhance students' writing abilities, also in an EFL environment.

PURPOSE OF STUDY

The current study examines whether Google Meet can serve as an electronic feedback tool to improve students' writing, particularly grammar accuracy, sentence structure, and organization. Moreover, this study focuses on how students' writing process during Google Meet is affected by interactive, real-time feedback. In addition, it aims to explore how technology could contribute to the development of a more efficient and responsive feedback system for EFL learning. Additionally, this research seeks to provide empirical support for the extent of information in video feedback compared with standard written feedback. It aims to explore how real-time teacher-student interaction can promote deeper understanding and meaningful revision. This study also adds to the growing literature on technology-enhanced language learning in this area, e.g., writing instruction, thereby making it more meaningful in this context

METHODOLOGY

The study used a quasi-experimental design with pre- and post-tests to measure students' writing performance (Creswell, 2014). Participants were second-semester students enrolled in the English Education program in Indonesia, purposively selected to ensure comparable levels of writing proficiency (Suryanto & Hidayatullah, 2022). Instruments used

in this study were writing tests and documentation. Students wrote short essays that were evaluated against a scoring rubric for specific attributes (grammar, vocabulary, organization, and content) (Shahzad et al., 2024). The data were collected from pre-test and post-test results and analyzed by comparing students' scores before and after the implementation of electronic feedback. Feedback occurred during Google Meet sessions, where the teacher offered real-time explanations and helped students revise their writing. Furthermore, the scoring rubric for this study was based on established writing assessment criteria to ensure the findings were valid and reliable. Systematic procedures were employed to evaluate each writing component and provide a comprehensive measure of student performance. The combined use of quantitative data (test scores) and supportive documentation enabled a more accurate representation of students' progress during the study.

PARTICIPANTS

Participants were 25 second-semester students enrolled in an English Education program at a university in Indonesia. To achieve relative uniformity in writing proficiency and learning experiences among participants, a purposive sample was used. Participants who were all actively participating in online learning activities and had been using Google Meet as a learning platform before. It was also important that they were familiar with this feedback process to ensure the study could proceed. Participants were also selected based on their availability and willingness to undergo the study during the research period. Participants provided informed consent, including an explanation of the study's nature and their willingness to participate in research activities. By taking part, they provided insights into the impact of electronic feedback on writing development in an EFL Classroom context

INSTRUMENTS

The tools for this research were a writing test and documentation. The writing tests consisted of a pre- and post-test in which students wrote short essays in English. These tests aimed to evaluate students' writing skills around grammar, vocabulary, organization, and content. (Anjarwati & Sa'adah, 2021). Also, evidence from documentation supported the data, including students' writing samples, feedback records, and notes from Google Meet sessions. This documentation helped clarify the feedback process and students' progress at various stages of the study.

These instruments were used in this study:

1. Writing tests (pre-test and post-test)
2. Documentation, like students' assignments and feedback sessions

The use of several instruments in this study was also intended to ensure triangulation, thereby enhancing the credibility of the findings. Although the writing test data provided quantifiable measures of students' performance, the documentation offered further insights into how we provided feedback and what our students' learning appeared to be. This algorithm enabled a much broader approach to assessing the efficacy of electronic feedback.

DATA COLLECTION AND ANALYSIS

Data were collected via writing tests, namely, a pre-test and a post-test. Students had to write short essays, which were evaluated on grammar, vocabulary, organization, and content (Richards & Renandya, 2002). This was done by comparing students' writing performance using their pre- and post-test scores. The results were analyzed to assess the effectiveness of electronic feedback on students' writing skills. To further enhance the

analysis, I added students' scores for each writing component individually to assess which aspects contributed to students' development. Findings are presented descriptively. (Natania & Utari, 2025) to elucidate the overall trend of improvement discovered, and then interpreted in light of existing theories regarding feedback and language learning (Amrizal et al., 2023).

PROCEDURE

The research was conducted in different phases, beginning with a pre-test to assess students' initial writing ability. Following this, teachers provided electronic feedback via Google Meet sessions, during which they explained common errors, modeled correct sentence structures, and guided students in revising their writing. Students were also encouraged to ask questions and engage in discussions throughout the sessions. A post-test was then administered to assess the extent of improvement in the students' writing after receiving feedback. These feedback sessions were planned over several meetings, providing students with an opportunity to digest and act on the feedback. Every session addressed various angles of writing, including grammar, sentence structure, and organizing ideas. In this way, students gradually developed their writing in a structured manner over the years

RESULT AND DISCUSSION

More specifically, this study's results show a marked improvement in students' writing performance with electronic feedback via Google Meet. Students performed well in grammar accuracy, sentence structure, and organization of ideas. (Lestari et al., 2021). This finding aligns with Hattie (2009), who claims that feedback is one of the most powerful influences on students' achievement. The improvement shown in this study indicates that interaction, as well as timely feedback, is vital for improving students' writing ability. (Purnamasari et al., 2021). These findings also corroborate previous studies (Ellis, 2009; Ferris, 2011) that highlight the role of written corrective feedback in enhancing grammatical accuracy. Despite these efforts, previous studies primarily focus on text-based feedback, whereas video feedback offers interactive, instant explanations. (Sari et al., 2023).

Moreover, this research reaffirms the hypothesis of Shintani and Ellis (2013), who found that explicit feedback outperforms implicit feedback by helping students recognize their mistakes. Real-time discussion through Google Meet enabled students to hold the conversation when they needed it most. Moreover, the results corroborate Heift and Schulze's (2007) finding that technology positively affects learning by fostering student engagement. Teaching through Google Meet enabled students to interact and learn from both the teacher and one another. (Syafi'i, 2020). The results also imply that pupils were growing in confidence to express their ideas. (Syafi'i, 2020) through writing. This is consistent with Truscott (2007), who emphasizes the critical role of corrective feedback in improving writing accuracy and learner confidence. Rather than leaving me to rack my brain over a document for several days only to receive traditional feedback through email or in Canvas comments, which is easily misinterpreted and lacks immediate clarification, Google Meet enabled not just better communication but also better learning. (Amrizal et al., 2023). Thus, the current research builds on these earlier studies by showing that electronic feedback in the video format is more effective at enhancing students' writing skills

CONCLUSION

Although electronic feedback is frequently debated, this study shows Google Meet as an effective tool. (Roufaida, 2021) that improves students' writing skills. Real-time, interactive feedback helps students better understand grammar, sentence structure, and

organization. The results further reinforce the need to shift towards technology integration in language education. (Eljazouli & Azmi, 2024) to develop a more dynamic and effective learning environment. Larger participant samples and additional educational contexts are suggested to further enhance the generalizability of these findings. Moreover, these results indicate that Google Meet cannot only improve students' writing accuracy but also increase their involvement and confidence. (Lestari et al., 2021) in the learning process. It is an interactive experience with immediate feedback that encourages students to engage, inquire, and learn not only what errors are present in their writing but also why.

Moreover, this study suggests that teachers are critical in making the most of feedback through technology by offering clear rationales and sound guidance. This combination of digital tools and teacher support can create a much more effective feedback environment that fosters students' writing development. For that reason, video-based electronic feedback must be considered as an optimal alternative strategy in teaching writing, particularly in EFL contexts where students need additional immediate and interactive assistance/feedback.

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