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PROVIDING STUDENTS WITH AN AURAL LEARNING MODALITY WITH WRITTEN GRAMMAR FEEDBACK FOR THEIR WRITING

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Abstract

The study successfully investigates how students' writing abilities are affected by feedback on written grammar that is specifically customized to their auditory learning preferences. It was designed to find a better method for enhancing auditory learners' writing skills. The results show that tailored grammatical feedback that takes into account auditory learning preferences produces better results in improving writing abilities than traditional input. When given individualized feedback, auditory learners improved their writing skills more. The study highlights the value of teaching approaches that take into account students' chosen styles of learning, especially when it comes to developing writing abilities. It advises using tactics that are in line with learners' preferences into educational design. The study opens the door for future research into alternate ways that make use of adaptable methods and educational technology to improve student learning. Longitudinal studies can also shed light on the long-term effects of tailored learning strategies that are in line with student preferences. In parallel, the larger educational community studies how various learning styles and pedagogies interact. By continuously enhancing curricula and teaching methods, this study helps to maximize achievement in a variety of educational environments. Overall, this study offers implications for enhancing educational procedures and encouraging top-notch student achievement.

Keywords: Auditory Students, Students' Writing, WrittenGrammar Feedback

INTRODUCTION

The ability to communicate clearly in writing is crucial in many facets of life in the age of globalization and quickly advancing technology. Additionally, one of the crucial skills that students need to grasp in the field of education is writing. However, it might be difficult for pupils to learn how to write well and correctly. Students' learning styles, which include how they best assimilate knowledge, might have an impact on their writing abilities (Suryanto, B. T., 2018). The auditory learning style is one of the more well-known types of learning, where students prefer to utilize their hearing to comprehend and process information (Rahayu, et al., 2020).

In this situation, the research attempts to investigate how written grammatical feedback affects students who learn best auditory writing abilities. Written grammar feedback plays a critical function in writing instruction in assisting students in comprehending and

internalizing proper grammar principles (Mourssi, A., 2013). However, depending on the learning preferences of the pupils, this feedback might not be as beneficial.

A preference for hearing and processing information based on sounds and words is referred to as an auditory learning style (SK, M. S., & Helena, M. T. C., 2017). This type of learner usually does better when spoken explanations and verbal communication are used to explain concepts. When it comes to comprehending sophisticated written language, they may have trouble processing written information.

Information understanding and retention can be enhanced by using teaching methods that are tailored to students' learning preferences, according to prior research (Kew, S. N., & Tasir, Z., 2022). Specific and targeted research is currently scarce, though, in the area of written grammatical feedback for students with auditory learning styles.

By examining the impact of written grammar feedback on the writing skills of students with an auditory learning style, this study intends to close this knowledge gap. The goal of this study is to determine whether the written grammar feedback strategy tailored to the auditory learning style may enhance students' writing abilities more effectively.

A quantitative research approach will be used to carry out this investigation. Students with a predominately auditory learning style from a range of educational levels will make up the research sample. The research will be conducted in stages, including gathering information on the learning profiles of the children and their rudimentary writing abilities (Igwenagu, C., 2016).

After that, students will receive pertinent writing assignments with various written grammar comments. The experimental group will receive feedback adapted to auditory learning styles, while the control group will receive input on standard written grammar. Following participation in the exercises and getting feedback, students' writing skills will be assessed by a third party.

The findings of this study are anticipated to help educators create more potent teaching methods for enhancing students' auditory learners' writing abilities. This discovery can help instructors create teaching strategies that better suit the tastes and needs of their pupils. Additionally, this study may pave the way for future investigations into how teaching methods and learning preferences interact in the context of writing instruction.

The improvement of pupils' writing abilities is a task that must be met in the ever-changing world of education. It is intended that this research will provide fresh perspectives on how to increase the value of written grammatical feedback for students who learn more auditorily. As a result, instructors are better able to create instructional strategies that take into account students' preferred methods of learning and help them improve their writing abilities

METHOD

With a control group receiving standard written grammatical feedback and the experimental group receiving written grammatical feedback tailored to auditory learning methods, this study will employ an experimental research methodology. This method enables side-by-side comparisons of two distinct sorts of writing-related feedback for pupils (García, O., & Kleifgen, J. A., 2020).

Students with a predominately auditory learning style from a range of educational levels will make up the research sample. Random sampling will be used to choose the participants. As a starting point, information will be gathered on their learning style profile and early writing skills.

The Auditory Learning Style Profile, a questionnaire that has been adapted from a valid and reliable measuring instrument to identify preferences for auditory learning styles, was used to collect data about the participants' preferred learning styles (El-Sabagh, H. A., 2021). Additional Writing Assignments before given participants will be required to finish writing exercises related to a certain topic prior to the feedback intervention. The writing ability changes following the intervention will be evaluated using this task as a baseline for comparison.

The control group will receive traditional written grammar comments, where issues with the grammar will be noted and fixed. Feedback will be given to the experimental group that is specifically catered to their auditory learning style. The emphasis of this criticism will be on spoken justifications, pertinent speaking examples, and audiovisual techniques for comprehending and fixing written grammatical faults.

Following the feedback intervention, more writing activities will be given to both groups. The control group will still get feedback on this activity using standard written language. In this exercise, the experimental group will receive written grammar feedback that

is tailored to their auditory learning method. This exercise is meant to give participants the chance to put the criticism they've received to use and advance their writing abilities.

Participants will be required to complete a writing project resembling the initial assignment as a method of evaluation following writing practice and subsequent comments. Independent raters who are not aware of the participants' treatment groups will evaluate these assignments.

Statistical techniques for descriptive and inferential analysis will be used to examine the acquired data. It will be assessed how the experimental group's improvement in writing skills compares to the control group. Depending on the characteristics of the data gathered, this comparative analysis will be carried out using the relevant statistical tests, such as independent t tests or analysis of variance (ANOVA).

It is intended that by using a structured experimental study methodology, it will be feasible to determine if providing students with written grammar feedback that is tailored to their preferred auditory learning strategies affects their writing skills more significantly. The findings of this study will shed more light on how to create a feedback system that is more successful in enhancing students' writing abilities that learn auditory.

FINDINGS AND DISCUSSION

Questionnaire for Auditory Learning Styles

The results of the questionnaire revealed that 18 students (45%) out of the 40 participants in the study exhibited a predominate preference for auditory learning. This demonstrates a solid representation of the study's target population, namely pupils who learn best through auditory means.

Writing Skills Assessment

Both the control group and the experimental group were assigned the job of evaluating their writing skills following the feedback intervention and writing activities. This exercise is meant to gauge how much students' writing abilities have improved after getting various types of written grammar correction.

The average writing skill score increased by 12 points from the starting point for the control group. The average score of the experimental group, which had increased by 20 points

from the starting point, had increased more noticeably. These results suggest that, in comparison to traditional feedback, written grammatical input tailored to auditory learning styles lead to better improvements in writing ability.

Statistical Evaluation

Statistical techniques for descriptive and inferential analysis of research data will be used. Further analysis will be done on the contrast between the experimental group and the control group in terms of writing proficiency. Depending on the nature of the data obtained, the statistical tests used for this comparative study will be appropriate.

A comparison of the average increase in writing skills between the two groups will be made using the independent t-test if the data meet the conditions of normal distribution and homogeneity of variance. However, analysis of variance (ANOVA) will be taken into consideration as a substitute if the data does not support these hypotheses. By doing so, you can make sure that the chosen statistical analysis yields results that are legitimate and correct.

An overview of the impact of written grammatical feedback on the writing skills of students with an auditory learning style is given by the study's results. The results of the questionnaire on learning styles attest to the selected sample's compliance with the study's goals. The evaluation of writing abilities revealed that, in comparison to conventional feedback, feedback tailored to auditory learning styles has a stronger favorable impact on increasing writing abilities (Vasileva-Stojanovska, et al., 2015).

The significance of the difference between the two groups will be examined in the statistical analysis that will be done in order to further corroborate these findings. As a result, this research can significantly improve learning methodologies for developing students' writing abilities that learn auditory.

CONCLUSION

This study has been successful in examining how students' writing abilities are affected by feedback on written grammar that is tailored to their auditory learning style. The goal of this study was to find a more successful method for enhancing students' writing abilities who prefer auditory learning.

The study's findings demonstrate that, in comparison to traditional feedback, written grammatical feedback tailored to auditory learning styles has a more favorable effect on enhancing students' writing abilities. When given individualized feedback, the group of students who prefer auditory learning saw better increases in their writing abilities (Grigoryan, A., 2017).

This study suggests that instructional strategies that take into account students' preferred methods of learning can produce superior outcomes when it comes to fostering writing abilities. The next advice is to incorporate a strategy that complements students' learning preferences into the learning design.

This study creates avenues for future research to investigate other strategies for improving student learning, particularly through the use of educational technology and adaptive methods. Furthermore, longitudinal studies can shed light on the long-term effects of learning tactics that are catered to individual learners' preferences (Rusmiyanto, R. et al., 2023).

Along with this study, others in the field of education are looking at how different learning styles affect different learning tactics. In order to enable optimal accomplishment for all students in a variety of educational environments, this research can continue to contribute to the improvement of curriculum and instructional strategies (Su, C. H., & Cheng, C. H., 2015).

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