

**SHAPING BETTER WRITERS: EFL STUDENTS’
INSIGHTS ON TEACHER FEEDBACK IN ACADEMIC
WRITING
THESIS**

Submitted in Partial Fulfillment of the Requirements for
Degree of Bachelor Education in English Education



By :

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2025**

THESIS STATEMENT



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ABSTRACT

Title : SHAPING BETTER WRITERS: EFL STUDENTS' INSIGHTS ON TEACHER FEEDBACK IN ACADEMIC WRITING

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Academic writing is essential for EFL students, and teacher feedback plays a key role in improving their writing competence. However, while much research focuses on teacher insight, limited studies explore students' insights on feedback, particularly in higher education contexts. This study aims to explore EFL students' insight of teacher feedback, the challenges they face in applying feedback, and their preferences for feedback types. Using a qualitative phenomenological design, data were collected from eight sixth-semester English Education students at UIN Walisongo Semarang through semi-structured interviews. The results show that while students perceive feedback as useful for improving grammar, organization, and confidence, they often struggle with vague or general comments, revision uncertainty, and emotional responses such as anxiety. Students prefer feedback that is clear, specific, written, and supported by examples. These findings highlight the need for feedback practices that are constructive, emotionally supportive, and tailored to students' needs to enhance academic writing development.

Keywords: Academic writing, EFL students, Student insight, Teacher feedback.

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Hopefully, this work is useful and makes a meaningful contribution. All praise be to Allah SWT.

Semarang, June 13 , 2025

The Researcher

Dimas Gilang Ramadhan

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MOTTO

“Truly with difficulty there is ease.”

(-Al-Insyirah : 6)

“Knowledge without charity is madness, and charity without knowledge is vanity.”

(-Imam Al-Ghazali)

“One who loves knowledge will continue to grow in the light of guidance.”

(-Ibnu Sina)

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CHAPTER I

INTRODUCTION

This chapter covers several aspects related to introduction of this research, including the background of the research, research question, research objectives, and the significance of the research.

A. Background of the Research

Academic writing is a crucial skill for university students, especially in an English as a Foreign Language (EFL) context. It requires not only linguistic accuracy but also coherence, organization, and critical thinking. Raufi et al., (2024) explain that Academic writing is important because it serves as a critical tool for demonstrating knowledge, engaging in scholarly discourse, and contributing to the body of research in various fields. Also Ginting & Barella, (2022) explain that academic writing is one of the linguistic skills that college students must master in order to excel in the academic and other parts of their lives. Students who are proficient in academic writing therefore feel better equipped to convey their knowledge and succeed in both their educational and professional lives.

At UIN Walisongo Semarang, where English is taught as a foreign language, students are expected to develop academic writing skills to complete various assignments, research papers, and theses. However, many

students struggle with academic writing due to several challenges, including limited vocabulary, grammatical errors, difficulties in structuring arguments, and lack of awareness of academic conventions. Many students struggle to present their academic work in the appropriate format. Based on a study stated by Paltridge (2004); Tedeneke, (2022) there is a lack of language competence, motivation, and knowledge of proper writing structures. Therefore, a special approach is needed to deal with this problem, one of which is by using teacher feedback.

One approach to developing students' writing skills is the Process Writing Approach proposed by (Hayes, 1981). This approach emphasizes writing as a recursive process that involves planning, drafting, revising, and editing. Within this framework, teacher feedback plays a vital role in guiding students through the different stages of writing. Effective feedback helps students identify their strengths and weaknesses, refine their ideas, and improve their writing quality. This is in line with A. K. Charalampous & Darra, (2024) by fixing mistakes, enhancing text quality, assimilating improvement techniques, and encouraging receptivity between teachers and students, teacher feedback greatly benefits students. Also L. Yang et al., (2021) explain that student achievement is enhanced by teacher feedback, with high-information feedback working best.

The significant role of teacher feedback in supporting student development aligns with Vygotsky's sociocultural theory, particularly the concept of the Zone of Proximal Development (ZPD). According to Vygotsky, (1978), the ZPD is the difference between what students can accomplish on their own and what they can accomplish with assistance and direction. By offering focused guidance and support, teacher comments can act as a type of "scaffolding," assisting students in progressing from their present writing proficiency to a higher one. Students can improve their writing abilities and gain more independence over time thanks to this encouraging engagement. Thus, in the context of academic writing, teacher criticism helps students close the gap between their present writing skills and their potential, promoting confidence and linguistic competence.

According to Hyland & Hyland, (2006), feedback in second language writing can be categorized into various types, such as direct and indirect feedback, written and oral feedback, as well as peer and teacher feedback. Among these, teacher feedback is considered one of the most influential factors in enhancing students' writing performance. Based on Kuang, (2024) appropriate teacher feedback helps learners in developing their writing skills, mindset, and workflow. However, the effectiveness of

feedback largely depends on how students perceive and utilize it in their writing process. Zacharias, (2007) explain that both teachers and students want teacher feedback; teachers value input that impacts their emotional states and writing motivation, while students prefer feedback that is detailed and language-focused. The intended benefits of feedback may not be completely achieved if students have difficulty appropriately interpreting or using it. A study stated by Jonsson, (2013) understanding academic discourse, practical feedback-giving techniques, and feedback's usefulness all affect how students use it.

Student perceptions of teacher feedback are essential in determining its impact on their writing development. Ferris, (2003) highlights that students' attitudes toward feedback can shape their motivation, engagement, and ability to make meaningful revisions. While some students find feedback helpful and constructive, others may feel confused or discouraged, particularly if the feedback is unclear or overly critical. This is in line with Oanh, M.A., (2024) detailed, constructive, and timely feedback positively influences students' motivation, engagement, and reduced writing anxiety, while vague or overly critical feedback negatively affects these aspects. Therefore, understanding students' perspectives on teacher feedback is crucial in ensuring that it effectively supports

their academic writing growth. Turculet, (2024) explain that in teacher education, students understand the importance of feedback in the learning process and how it helps to build relationships between teachers and students.

Despite the significance of teacher feedback in academic writing, there is still limited research on how EFL students, particularly at UIN Walisongo Semarang, perceive and respond to feedback provided by their instructors. Many studies have explored feedback effectiveness from teachers' perspectives, but fewer have focused on students' experiences and challenges in applying feedback to improve their writing.

Although the study by Listyani, (2021) provided valuable insights into students' responses to teacher feedback in an academic writing class, it did not examine in depth the differences between the types of feedback provided, such as direct, indirect, handwritten, typed or oral feedback. In fact, in the practice of teaching English as a foreign language (EFL) writing, each type of feedback has its own characteristics, advantages, and challenges in helping students understand errors and improve their writing. The lack of exploration into students' preferences for certain types of feedback leaves an important research gap to fill. Therefore, a study that focuses on the perception or effects of different forms of feedback and will make a

new contribution to the literature on learning to write in EFL contexts and help teachers in choosing more appropriate feedback strategies to improve the quality of students' writing.

The implications of this research are significant for both teachers and students. Teachers can more effectively adapt their tactics to fit the requirements of their students by knowing how students interpret and react to teacher feedback within the parameters of the process writing approach. Improved student performance in academic writing, less writing anxiety, and more effective teaching strategies can result from this. The knowledge acquired can be utilized to improve writing-focused courses and teacher training programs at universities like UIN Walisongo Semarang, which will ultimately raise academic standards and produce more assured, capable student writers.

B. Research Questions

1. How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?
2. What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?
3. What types of feedback do lecturers most commonly use, and how do students respond to each type?

C. Research Objectives

1. To investigate how EFL students perceive teacher feedback in academic writing.
2. To identify challenges faced by students in interpreting and applying teacher feedback.
3. To examine the types of feedback most commonly used by lecturers.
4. To explore how feedback affects students' motivation and confidence in writing.

D. Research Significance

This research is expected to provide several contributions for different parties, both theoretically and practically, as described below:

1. EFL Students

The findings of this study can help EFL students better understand the role and importance of teacher feedback in developing their academic writing skills. By recognizing how feedback contributes to their learning process, students may become more engaged and proactive in utilizing the feedback they receive. Furthermore, this study may also raise students' awareness about the challenges they face in interpreting and applying feedback, which could encourage them to seek clarification when

needed and develop better self-regulation in revising their writing.

2. Teachers

For teachers, this study offers valuable insights into students' perceptions of the feedback they provide. Understanding how students receive and process feedback can help teachers design more effective feedback strategies that are clear, specific, and supportive. The findings can also encourage teachers to reflect on their feedback delivery methods, balancing between direct and indirect approaches, and incorporating both corrective and motivational aspects to enhance students' academic writing performance.

3. Next Researcher

For future researchers, this study can serve as a useful reference for further investigations related to teacher feedback in EFL writing contexts. The study highlights several areas that can be explored in more depth, such as the role of affective factors in feedback reception, the effectiveness of different feedback types, and the development of feedback literacy among students. Moreover, the research may inspire further studies with larger sample sizes, diverse educational settings, or mixed-method approaches to enrich the understanding of teacher feedback in academic writing.

CHAPTER II

THEORETICAL REVIEW

This chapter offers an explanation of relevant research, including a theoretical review and previous research. The literature review offers several theories that support up the findings of this investigation, and previous studies were used to determine the gaps and weaknesses in the research so that it could be filled.

A. Previous Research

1. Teacher feedback

Research on teacher feedback has shown significant contributions to the development of EFL students' writing skills. Wardana et al., (2025) examined the effect of teacher corrective feedback on students' writing skills and found that feedback given consistently can improve the quality of writing as well as students' confidence in writing. This is in line with Gunawan et al., (2020) findings that indirect written corrective feedback significantly improved students' ability to write explanatory texts. In their study, code-based feedback proved to be more effective than general feedback because it encouraged students to think critically about their mistakes.

In addition, teachers' or lecturers' practices and beliefs towards giving feedback also determine the quality of feedback given. Rudiyanto & Dayat, (2019) in his study

emphasized that lecturers' understanding of the types of written corrective feedback (WCF) affects the effectiveness of feedback in writing classes. Lecturers who understand WCF strategies tend to provide feedback that is more specific, detailed, and relevant to the context of student writing. This is also reinforced by Hilmi et al., (2018), who showed that written feedback from teachers accompanied by oral explanations can help students understand their mistakes more fully, especially in paragraph writing courses.

In combination with the form and content, the medium through which feedback is delivered is also an important factor. Suci & Aluf, (2024) notes that the use of digital media such as written comments in online documents provides space for students to access feedback flexibly. However, Rosdiana, (2019) and Widianingsih, (2019) reminded that the effectiveness of feedback also depends on the tone and style of delivery. Feedback that is too normative or unspecific can actually demotivate students to revise. Therefore, teachers and lecturers need to consider strategies for providing feedback that are not only corrective, but also constructive.

2. Academic Writing

In the EFL context, academic writing is considered an important skill that requires intensive guidance,

especially through feedback. Nurjanah, (2021) examined feedback practices in academic writing courses and found that students understood the structure of academic writing more easily when they received clear and repeated feedback. Feedback in the form of open-ended questions or suggestions also encouraged students to think more critically about the content of their writing. Meanwhile, Majid et al., (2022) emphasized the importance of integrating oral and written feedback in online classes so that students still get adequate direction even though they are not face-to-face.

Other studies such as the one conducted by Oktarina et al., (2022) showed that the use of interactive media in academic writing can strengthen students' understanding of text structure. When lecturers provided feedback through videos or digital annotations, students showed significant improvement in structuring paragraphs, developing arguments, and maintaining coherence between sections. In an international study, developed an e-Revise technology that provides NLP (Natural Language Processing) based formative feedback to help students automatically identify errors in academic writing.

In addition to technical reinforcement, feedback also plays a role in developing students' metacognition and academic literacy. Suraworachet et al., (2023) found that

reflective feedback given gradually can encourage graduate students to revise their writing with a more analytical approach. (Chao, linping, 2009) added that assessment literacy in writing is positively correlated with students' confidence and low anxiety in writing. Thus, feedback in academic writing not only serves as a correction, but also as a tool for academic identity formation and self-regulated learning.

3. Student' Perceptions

Students' perception of teacher feedback is an important factor in determining the effectiveness of the writing revision process. Cahyono & Imelda, (2023) found that most students appreciate feedback delivered face-to-face because it is more personalized, easy to understand, and provides room for clarification. This is in contrast to written feedback which is often considered too brief or ambiguous. This finding is reinforced by Suci, (2024) who revealed that students tend to prefer digital feedback accompanied by visual annotations or concrete examples.

Research by Rosdiana, (2019) and Widianingsih, (2019) shows that students' perceptions of feedback are strongly influenced by previous learning experiences, personality, and lecturer communication style. When feedback is given with supportive and non-judgmental language, students feel more encouraged to make revisions.

However, if the feedback is considered too critical or does not provide solutions, students tend to feel confused or even refuse to revise their writing. Aulia et al., (2022) also emphasized the importance of clarity in the content of feedback in order to motivate students to correct their mistakes independently.

On the other hand, students' trust in the source of feedback is also a consideration. Wannapon et al., (2023) trust feedback from humans (lecturers or peers) more than feedback from automated systems such as AI. This is because students consider human feedback to be more contextual and consider emotional aspects. Linping, (2009) also mentioned that positive perception of feedback is related to students' readiness to learn reflectively and continuously. Therefore, understanding students' perception is the first step to improve the quality of feedback in academic writing learning.

These studies show that teacher feedback, academic writing, and students' perceptions are interrelated and play an important role in the process of improving EFL students' academic writing skills. However, there are still few studies that deeply explore how these three elements interact in one context, especially in Islamic-based universities such as UIN Walisongo. Therefore, this study aims to fill this gap by thoroughly exploring students' perceptions of the

feedback they receive in learning academic writing, including the challenges they face and the forms of feedback they prefer the most.

B. Literature review

1. Academic Writing in EFL Context

The process writing approach, introduced by Hayes, (1981), revolutionized the understanding of writing as a cognitive process rather than a mere product. Graham & Sandmel, (2011) also explain that The approach of teaching writing marginally enhanced the quality of students' writing, but did not greatly affect on motivation or problems with writing. Their cognitive process model emphasizes that writing is a recursive and goal-directed activity, where writers engage in planning, translating, and reviewing. This is in line with Hu, (2024) Pre-writing, drafting, rewriting, and sharing are all emphasized in the Process Writing Approach to high school writing instruction, which enhances students' English writing skills and cultivates their love of writing. Unlike traditional linear models, the process writing approach highlights the dynamic and non-sequential nature of writing, allowing for constant revision and refinement. Revision helps students to create better writing. Based on research Keen, (2020) Students can write more efficiently and find their writing character through

composition when writing is covered using process approaches, which involve draft to revision.

Hayes, (1981) identified key components in the writing process, including task environment, writer's long-term memory, and cognitive processes such as planning, translating, and revising. This model underscores the importance of metacognitive awareness in writing, as students must continually evaluate and adjust their work. In the context of second language (L2) writing, the process approach helps learners develop their writing skills through iterative drafting, which is essential for improving academic writing proficiency. Based on Farahian & Avarzamani, (2018) Writing proficiency is positively connected with more metacognitive awareness, which is beneficial for proficient EFL writers. This is in line with research Ramadhanti & Yanda, (2021) Metacognitive awareness is essential for writing success because it has a 66% impact on the ability to write explanatory text. Therefore, understanding the relationship between metacognitive awareness and lecturer feedback is key to improving EFL students' academic writing skills, which is the main focus of this study.

2. The role of teacher's Feedback in Academic Writing

Teacher feedback is a vital tool in academic writing, providing scaffolding to help students improve their writing skills. A. Charalampous & Darra, (2023) explain that feedback is a crucial component of the teaching and learning process since it can help students improve their academic achievement by objectively describing their performance and offering guidance on how to revise their work. Also Huda et al., (2018) Educators as mediators have the role of encouraging and bridging students in their efforts to build knowledge, understanding and competence. It fosters cognitive engagement and self-regulation, allowing students to refine their ideas, structure arguments, and enhance linguistic accuracy. Effective feedback can be delivered in various forms, such as written comments, oral discussions, and digital annotations. Also study stated by Adolph, (2016) Good formative feedback can be given at several points throughout the learning process and can take many different forms, including practical examples, hints, explanations of the right answer, and confirmation of response accuracy. A balance between positive reinforcement and constructive criticism can motivate students to take an active role in their writing development. This is related with Agus et al., (2024) Teachers should prioritize positive reinforcement techniques over punishment in 21st-century learning environments, as the

former greatly increases young learners' motivation while the latter has the opposite effect.

The effectiveness of teacher feedback in academic writing can be analyzed through Sociocultural Theory (Vygotsky, 1978), which emphasizes the role of social interaction in cognitive development. In the context of academic writing, teacher feedback serves as a form of scaffolding that assists students in reaching their Zone of Proximal Development (ZPD). Irshad et al., (2021) explain that ZPD is the term used to describe how children's cognitive development and functioning take place when they interact with more capable and competent people, such teachers, who mentor and support them in problem-solving situations. Gehlot, (2021) explain that early undergraduate engineering students' academic performance can be enhanced by ZPD, Gettier Problem, and Corpus Linguistics scaffolding. This refers to the gap between what learners can achieve independently and what they can accomplish with guidance.

From a sociocultural perspective, feedback should not only focus on error correction but also foster meaningful interaction between teachers and students. Pazio Rossiter & Bale, (2023) explain that both teachers and students who are feedback literate can benefit from intercultural feedback literacy. Dialogue-based feedback, where teachers engage

students in discussions about their writing, is highly effective as it promotes active learning and self-regulation. A study stated by Ajjawi & Boud, (2018) Students' learning is improved by dialogic feedback, which incorporates cognitive, social-affective, and structural aspects. It can also be a crucial tactic for long-term evaluation. Collaborative feedback through peer interaction, facilitated by the teacher, also aligns with sociocultural principles. Based on Chen et al., (2023) Although collaborative peer evaluation in L2 writing can help students build on their skills and share their knowledge, each learner's affective, behavioral, and social participation varies greatly.

Applying Sociocultural Theory to teacher feedback practices suggests several pedagogical implications. First, feedback should be dialogic, encouraging students to take ownership of their learning and develop self-editing skills. Based on M. Yang & Carless, (2013) In order to improve student learning, dialogic feedback should concentrate on the organizational, interpersonal, and content elements. Second, feedback should be scaffolded and individualized, gradually reducing assistance as students become more proficient writers. Boggs, (2019) explain that grammatical accuracy in English L2 writing increased similarly, significantly, and sustainably with teacher-scaffolded and self-scaffolded corrective feedback. Finally, peer feedback

should be integrated into the writing process, ensuring that feedback is productive and developmentally appropriate. According to Huisman et al., (2019) The type of feedback has a moderating effect on students' writing improvement, but in higher education, peer feedback produces greater writing improvements than self-assessment and no-feedback controls.

With reference to sociocultural theory, previous findings suggest that feedback from lecturers plays an important role as a form of scaffolding that can help EFL students develop their academic writing skills. Through dialogic interaction, structured support and collaborative engagement, feedback enhances students' cognitive development, self-regulation and ability to express ideas academically.

3. Types of teacher's feedback in academic writing

Feedback serves a significant function in second language writing development by offering learners valuable information regarding both their existing strengths and the areas that require further improvement. Hyland & Hyland, (2006) categorized feedback into teacher, peer, and automated feedback, each contributing uniquely to the writing process. Teacher feedback, often considered the most authoritative, includes direct and indirect corrective feedback, marginal comments, and holistic evaluations.

Teacher feedback evaluation helps students to improve their ability and confidence in writing. According to A. Charalampous & Darra, (2023) Students' work revision is greatly enhanced by instructor feedback, which results in successful error repair, better text quality, assimilation of improvement tactics, and higher receptivity on the part of both teachers and students. Also A. Charalampous & Darra, (2024) explain that in higher education, teacher feedback has a positive effect on students' non-cognitive abilities, including motivation, self-control, and self-worth, which enhances both academic achievement and general wellbeing. Peer feedback fosters collaborative learning, allowing students to engage critically with their own and others' work. In a study by Simonsmeier et al., (2020) In the area of academic writing in higher education, peer feedback greatly enhances academic self-concept.

Type of Feedback	Description	Example
Direct	Teacher provides the correct form	"You should write 'was' instead of 'is'"
Indirect	Teacher signals an error but doesn't correct it	"Check your verb tense here"

Form-focused	Emphasizes grammar, spelling, punctuation	"Subject-verb agreement issue"
Content-focused	Emphasizes ideas, structure, coherence	"Try elaborating this argument more"
Oral	Spoken feedback given during class	"You need to clarify this paragraph"
Written	Comments written on drafts or assignments	"Your thesis statement is unclear"

Table 2.1 Types of feedback

Hyland & Hyland, (2006) also explain that the affective dimensions of feedback, acknowledging that students' responses to feedback are shaped by their perceptions of its clarity, usefulness, and tone. This related with Li & Curdt-Christiansen, (2020a) Affective reactions to teacher feedback are regulated by students' cognitive understanding of the input. Effective feedback should be constructive, specific, and tailored to students' proficiency levels. Henderson et al., (2019) explain that Feedback systems in higher education must be properly planned, taking capability and culture into consideration, in order to provide effective feedback.

Although various types of feedback have been widely researched and proven to contribute positively to the improvement of EFL students' academic writing skills, there are still limitations in understanding what characteristics of feedback are most effective according to the needs, learning context, and affective responses of students in the process of revising their writing.

4. Students' Perceptions on Teacher's feedback in academic writing

Students' perceptions play an important role in determining the effectiveness of teacher feedback in academic writing. The way students receive, interpret, and respond to feedback significantly affects their writing development. By understanding these perceptions, educators can design feedback practices that are not only pedagogically sound, but also aligned with students' learning needs and preferences. Although various types of feedback have been widely researched and proven to contribute positively to the improvement of EFL students' academic writing skills, there is still a lack of understanding how the most effective feedback characteristics fit the needs, learning context, and affective responses of students in the process of revising their writing.

a. Students' Responses to Teacher Feedback

L. Yang et al., (2021) argued that Through the mediating effects of goal-setting and personal best feedback, teacher feedback enhances the achievement of learners. Students' perceptions of feedback significantly influence how they engage with and benefit from it. Ferris, (2003) examined L2 learners' responses to teacher feedback and found that while students generally value corrective feedback, their engagement depends on factors such as clarity, consistency, and delivery method. Furthermore Ellis, (2009) When teachers, students, and the learner themselves provide corrective feedback in language learning, it can be successful. Sociocultural viewpoints can serve as a guide for teacher development. Ferris, (2003) argued that students are more likely to incorporate feedback when they perceive it as useful, constructive, and aligned with their learning goals. This is related with Nidup & Wangchuk, (2022) Students' learning cycles are improved and learning objectives can be achieved when they get constructive feedback. These studies collectively illustrate how students receive and process feedback in the context of academic writing.

b. Factors Influencing Students' Perceptions

Ferris, (2003) emphasized the importance of training students to understand and utilize feedback effectively. Based on research Carless, (2022) Good

feedback systems need students to actively generate, process, and respond to feedback material, so it is essential to teach them how to comprehend and use it. Also Winstone et al., (2017a) In order to remove obstacles that prevent feedback from being used effectively, it is crucial to teach students how to actively receive it. Many L2 learners struggle with interpreting feedback, particularly when it is vague or overly critical. Blair et al., (2013) explained that Learners usually complain about the promptness and quality of feedback, pointing to unreadable, overly critical, and nonverbal feedback. Therefore, providing explicit guidance on how to implement feedback in subsequent drafts can enhance students' writing development. Understanding students' perceptions can help educators refine their feedback strategies. Ion et al., (2019) Giving feedback improves the learning experience and increases motivation to colleagues' and students' own improvement. Ensuring they meet learners' needs and facilitate meaningful improvement. These factors highlight the complexity of students' perception of teacher feedback, which involves both cognitive and emotional responses.

In order to gain a better understanding of how students interact with teacher feedback and the factors that affect how they internalize and act upon such input, this study intends to investigate students' perceptions in a more

comprehensive way, including how they interpret, emotionally respond to, and practically utilize feedback in the context of academic writing.

5. Challenges in Applying Feedback

Despite feedback being recognized as an important component in developing students' academic writing skills, many students face significant challenges when trying to apply the feedback provided by their teachers. These challenges may stem from a combination of linguistic, cognitive, and affective factors that affect how students understand, interpret, and utilize feedback.

One of the most frequently reported challenges is the language barrier. For many EFL learners, limited language skills make it difficult for them to understand feedback provided by teachers, especially when the feedback contains complex terminology or nuanced language. As Hyland & Hyland (2006) argue, students may misinterpret or fail to fully understand the intended meaning of feedback comments, which reduces their ability to make meaningful revisions. Similarly, Lee, (2017) explains that language difficulties often cause students to concentrate only on surface-level corrections, such as grammar and vocabulary, while neglecting higher-level issues such as content development and text organization.

In addition to language difficulties, students often experience cognitive overload when processing multiple aspects of feedback simultaneously. Revising academic writing requires attention to various components, including language accuracy, coherence, logical structure, and argumentation. According to Shute (2008), when students are overwhelmed with the complexity of feedback, their working memory becomes overloaded, which can interfere with their ability to prioritize revisions and effectively integrate feedback into their writing.

Furthermore, affective filters such as anxiety and self-confidence also play an important role in how feedback is processed. Krashen, (1982) emphasizes that affective factors such as high anxiety or low self-confidence can become mental barriers that prevent students from fully engaging with feedback. When students perceive feedback as overly critical or discouraging, this can trigger an emotional response that reduces their motivation and willingness to revise their work Han & Hyland, (2015). In contrast, students with higher levels of confidence are more likely to view feedback as constructive guidance and incorporate it into their revision more effectively.

These challenges show that language ability, cognitive load, and emotional factors all affect how EFL students use

feedback in academic writing. Therefore, teachers need to be aware of these issues and provide feedback that is clear, easy to follow, supportive, and sensitive to students' needs. Thus, students can engage better with feedback and grow to be more confident. Therefore, studying students' perspectives on feedback from teachers is important to understand how they receive, process, and apply feedback, which can help improve feedback practices in academic writing classes.

C. Theoretical Framework

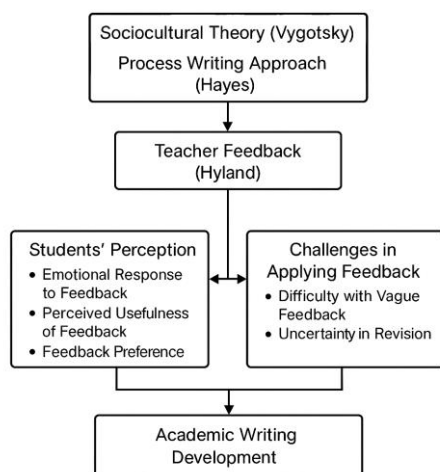


Figure 2.1 Theoretical Framework

This study is based on Sociocultural Theory (Vygotsky, 1978) and the Process Writing Approach (Hayes, 1981). In Sociocultural Theory, learning occurs through social interaction

where teacher feedback serves as scaffolding within the Zone of Proximal Development (ZPD), while the Process Writing Approach views writing as a recursive process where feedback guides students at every stage.

In academic writing, teacher feedback is crucial for developing EFL students' writing competence. According to Hyland & Hyland (2006), feedback may be direct or indirect, written or oral, and form- or content-focused. Effective feedback is clear, specific, and actionable, helping students identify strengths and weaknesses.

The impact of feedback depends on how students perceive and process it, including their emotional responses (motivation, anxiety, confusion), perceived usefulness, and feedback preferences. Positive perceptions encourage effective revision; negative perceptions can lead to confusion and reduced confidence.

Students also face challenges applying feedback, such as vague comments, revision uncertainty, cognitive overload, and emotional barriers. These factors affect how successfully feedback improves academic writing. In conclusion, teacher feedback acts as scaffolding that influences students' perceptions, challenges, and ultimately their academic writing development.

CHAPTER III

RESEARCH METHOD

This chapter presents the research methodology employed in this study, including research design, data collection techniques, participants, and data analysis. The methodology plays a crucial role in determining the reliability and validity of the findings.

A. Research Design

As defined by Aspers & Corte (2019) qualitative research is an approach that seeks to enhance understanding by introducing important new differences through intimate interaction with the phenomenon under study. According to Creswell (1991), Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In the context of this study, qualitative research is employed to explore in-depth the perceptions of EFL students regarding teacher feedback in academic writing. Through this approach, the researcher aims to capture the participants' personal experiences, interpretations, and insights, which provide a deeper understanding of how teacher feedback influences their writing development and learning process.

This study employs a qualitative technique with a phenomenological approach to better understand students'

perceptions on teacher feedback for enhancing academic writing abilities in EFL classrooms. The study was conducted at UIN Walisongo Semarang, with participants chosen specifically from students who had received feedback in academic writing courses. According to Nassaji, (2020) In qualitative research, data is collected using qualitative data collection methods such as surveys, questionnaires, interviews, and observations. In this research Data were gathered through semi-structured interviews and document analysis, which were then analyzed thematically to find major themes. Data validity was ensured by triangulation, member verification, and an audit trail, and the whole study procedure followed ethical guidelines, such as respecting participant anonymity and getting written consent.

B. Research Setting

This research was conducted at State Islamic University (UIN) Walisongo Semarang, which is one of the leading Islamic universities in Indonesia. The focus of this research is on the English Education Study Programme, which is under the Faculty of Tarbiyah and Keguruan. The study was carried out during the academic year 2024–2025's semester. During this period, various academic activities were running optimally, such as lectures, learning evaluation, and the development of student scientific activities. This makes the research implementation time ideal because students are

actively involved in academic learning that is relevant to the focus of this research study.

C. Participants of the Research

Participants in this study were selected through purposive sampling. This technique allows the researcher to intentionally select individuals who have specific characteristics that match the research objectives (Creswell, 1991). In this study, eight sixth-semester students from the English Education Study Program at UIN Walisongo Semarang were selected as participants. At this academic stage, the students have generally completed various core courses, including academic writing, which is the main focus of this study. The participants had successfully completed and passed the Academic Essay Writing course and had previously received feedback from lecturers on their academic writing assignments, thus qualifying as a relevant source to explore students' perceptions of lecturer feedback in academic writing.

In addition, the selection process also took into account the participants' active engagement during the course and the diversity of their experiences in receiving and utilizing feedback from teachers. Their exposure to various feedback practices is expected to provide a comprehensive insight into how teacher feedback is perceived, interpreted, and applied in the context of academic writing. As such, the selected participants were deemed capable of

providing rich and meaningful data to answer the research questions and support the analysis of this study.

D. Techniques of Collecting Data & Instrument

The data collection techniques used in this study are:

1. Semi Structured Interview

According to Peters & Halcomb, (2015) When the researcher asks predetermined questions or subjects and then goes further when the responder answers, powerful data may be obtained that gives insight into participants' experiences, perspectives, or opinions. Also DeJonckheere & Vaughn (2019) A conversation between the researcher and the participant, led by a customizable interview methodology and added with follow-up questions, probes, and comments. Interviews were conducted in a semi-structured manner to obtain in-depth information about students' perspectives on feedback provided by lecturers. These interviews were conducted in person or through online media if necessary.

Interviews in this study were used as the main method to explore in depth students' views and experiences of feedback given by lecturers in academic writing. The researcher conducted semi-structured interviews with eight sixth-semester students of the English Education Study Program who had received feedback in the academic writing

course. The interview questions were designed to explore students' perceptions of the benefits, challenges, and influence of feedback on their writing process and outcomes. Through these interviews, the researcher was able to understand the students' subjective viewpoints and capture the meanings they gave to their interactions with lecturer feedback in the context of learning English as a foreign language (EFL).

2. Documentation

Documentation enhances the sequencing of research efforts. In interview research, documentation studies support the interview method. It is given with data obtained through research techniques such as interview, questionnaires, and other related study aspects. In research, documentation often refers to the practice of carefully gathering, arranging, and keeping records or evidence (Prior, 2008). Writing assignments from students and written comments from teachers were among the documents reviewed.

In this study, documentation was used as a complement to strengthen the data obtained through interviews. The documents analyzed included the results of students' academic writing assignments and written feedback given by the lecturers. Through the analysis of students' writing drafts as well as comments or corrections

from lecturers, researchers can get a more concrete picture of the form, focus, and style of feedback given. In addition, this documentation also helped in assessing how students responded to the feedback through their revisions, thus supporting a deeper understanding of students' experiences in the process of improving their academic writing skills in EFL classes.

3. Instrument of the Research

A semi-structured interview guide served as the primary tool in this research. The research topics and the theoretical framework supporting the study specifically, the Process Writing Approach and Sociocultural Theory were carefully considered in the preparation of this handbook. In-depth answers about students' attitudes, experiences, and views of teacher feedback in academic writing were sought after. Peer review helped to improve the guide's clarity and applicability after it was created using a literature-informed approach. It was divided into five organized portions, each focusing on specific aspects of the study topic:

- Background information
- Perception of teacher feedback
- Challenges in understanding and applying feedback
- Types of feedback received from lecturers
- Concluding questions

The complete interview guide can be found in **Appendix**. All interviews were conducted either in person or via online platforms, depending on participant availability.

E. Technique of Analyzing Data

The data in this study was analyzed using thematic analysis, a qualitative method that allows the researcher to identify, analyze, and report themes in the data. This method was chosen to explore EFL students' insights regarding teacher feedback in academic writing, as it provides a systematic yet flexible approach to capturing diverse and detailed accounts of participants' experiences.

Data was collected through semi-structured interviews and documentation. Interviews were conducted using a series of structured open-ended questions designed to explore students' emotional responses, perceptions of clarity, and their experiences with different types of feedback. Thematic analysis, as outlined by Braun & Clarke (2019), was used to analyze the interview transcripts through six main phases:

Phase 1 Familiarization with the Data

The researcher transcribed and repeatedly read the interview data to gain a deep understanding of the content. Notes and

memos were created during this process to capture early impressions and ideas for possible codes and themes.

Phase 2 Generating Initial Codes

Initial codes were developed based on recurring keywords, phrases, or expressions that emerged from the participants' responses. Each code represented a specific feature of the data relevant to the research questions, such as emotions, comprehension, or preferences regarding feedback.

Phase 3 Searching for Themes

The codes were then grouped into broader themes that captured the core meanings expressed by the students. These themes represented overarching categories related to students' interpretations of teacher feedback and its role in shaping their writing.

Phase 4 Reviewing Themes

Themes were refined by comparing them with the raw data to ensure their validity and coherence. Any overlapping or ambiguous themes were either redefined, merged, or discarded depending on the strength and consistency of the supporting data.

Phase 5 Defining and Naming Themes

At this stage, each theme was clearly defined and named to capture its essence. The researcher determined what each theme revealed about the students' insights and how it contributed to answering the research questions.

Phase 6 Producing the Report

In the final phase, the researcher constructed a narrative that illustrated each theme using direct quotes from the participants. The report was aligned with the objectives of the study, focusing on how different forms of feedback were perceived and processed by students.

According to Lochmiller (2021) Thematic analysis using structured qualitative data from focus groups can identify patterns and generate researcher-generated themes, offering a unique approach to qualitative research. The data analysed in this study is presented in a thematic format, describing how students perceive teacher feedback in shaping their academic writing skills. These findings are drawn up by interpreting the information gathered via documentation, semi-structured interviews, and classroom observations. Using a descriptive qualitative methodology, this study focused on students' remarks to offer detailed insights into how they experienced different kinds of feedback on their academic

writing in English. Following data collection, the material was condensed and made simpler for management and analysis. By decreasing or reordering the available data, the data was arranged to guarantee that pertinent information was found. Thematic analysis is a powerful and flexible method for qualitative data analysis, which empowers researchers to do so carefully and thoughtfully (Kiger & Varpio, 2020).

1. Familiarization with the Data

Based on the results of this study, the researcher highlights how students perceive teacher feedback in academic writing, categorized into several themes and sub-themes: Emotional Response to Feedback (ERF), Perceived Usefulness of Feedback (PUF), Difficulty with Vague Feedback (DVF), Uncertainty in Revision (UIR), Suggestions for Feedback Delivery (SFD), Types of Feedback Received (TFR), and Preferences Toward Feedback Type (PFT). These themes were derived from a thorough analysis of participant responses based on the codes and interview questions developed during the data familiarization process.

2. Thematizing and Coding

The researcher categorized the participants' various responses into thematic groups. Each response was carefully analyzed to identify relevant themes based on the participants' experiences with teacher feedback in academic writing.

Furthermore, these themes were organized according to their frequency of occurrence, reflecting how often each theme was mentioned during the interviews—from the most prominent to the least frequently discussed. The themes include Emotional Response to Feedback, Perceived Usefulness of Feedback, Difficulty with Vague Feedback, Uncertainty in Revision, Suggestions for Feedback Delivery, Types of Feedback Received, and Preferences Toward Feedback Type. These themes will be discussed in more detail in the following section.

F. Trustworthiness

The researcher used the four essential elements of Guba and Lincoln's criterion of trustworthiness credibility, transferability, dependability, and confirmability to guarantee the caliber and dependability of this qualitative study. As noted by Elo et al., (2014). These elements act as standards to verify the results and guarantee that they fairly represent the participants' experiences with academic writing teacher feedback.

The study established credibility through long-term engagement with participants and semi-structured interviews, with member checking for accuracy. Transferability was addressed by providing a detailed description of the research setting, participants, and context, specifically students from the English Education Department at UIN Walisongo Semarang. Dependability was ensured through a consistent research process, detailed

documentation of data collection and analysis procedures, and an audit trail for external parties. Confirmability was achieved by maintaining objectivity, reducing researcher bias, and using direct quotations from participants. Peer debriefing with academic advisors further enhanced the neutrality and transparency of the results. By adhering to these criteria, the researcher ensured that the study's findings are trustworthy and contribute meaningfully to the understanding of how teacher feedback influences students' academic writing development.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This section presents the research findings based on thematic analysis of the data collected through semi-structured interviews with EFL students. The research was conducted at UIN Walisongo Semarang, with eight students from the English Language Education Department as participants. The analysis followed Braun and Clarke's six-phase thematic framework to identify key patterns and themes relating to students' perceptions, experiences and reflections on teacher feedback in academic writing. The findings were organized into several main themes. Each theme captures students' personal insights, emotional reactions, and strategic use of teacher feedback in shaping their academic writing development. A summary of the themes and sub-themes is presented in the table below, followed by a detailed explanation of each theme.

A. Research Findings

This section discusses students' perceptions of teacher feedback in academic writing and how it contributes to their development as writers in an EFL context. The study was conducted at UIN Walisongo Semarang and involved eight students from the English Education Department who had received feedback on their academic writing assignments. In answering the research question, the researcher aimed to explore how students interpret, respond to,

and utilize feedback from teachers to improve their writing. Through semi-structured interviews, this study revealed a range of students' insights regarding the usefulness, emotional impact, and practical application of feedback received from their lecturers. Feedback from lecturers was generally perceived as an important tool guiding revision and improvement, with participants highlighting aspects such as clarity, tone, and specificity as factors influencing its effectiveness. While many students appreciated constructive comments that focused on content and language use, others noted emotional challenges, such as anxiety or discouragement, especially when feedback was perceived as unclear or overly critical. These findings underscore the importance of clear, supportive, and actionable feedback in helping students grow as academic writers and shape more positive writing experiences.

1. Students' Perceptions of Teacher Feedback in Academic Writing

This section explores EFL students' perceptions of teacher feedback in the context of academic writing. Since feedback plays an important role in shaping students' writing development, understanding how it is received and interpreted will provide valuable insights into the effectiveness of instructional practices. The analysis in this section focuses on two main themes that emerged from the interview data: students' emotional responses to feedback and their perceived usefulness. These themes highlight the

complex ways in which feedback can influence students' affective experiences and their academic progress. By examining these perspectives, this study aims to shed light on how feedback from teachers can be delivered in ways that not only improve writing competence, but also support students' motivation and confidence.

1.1 Emotional Response to Feedback

Most participants reported positive emotional responses toward teacher feedback. They described feelings of happiness, encouragement, and motivation after receiving comments from their lecturers. For instance, R1 mentioned feeling happy upon receiving feedback, signaling an appreciation of the teacher's involvement in their learning. Similarly, R2 indicated a sense of acceptance and understanding, suggesting that feedback was seen as a constructive component of their academic growth. R3 also shared:

"I feel that with this feedback I have become more aware of how to organize good academic writing and look more professional," emphasizing how feedback helped her develop awareness and professionalism in academic writing.

This emotional positivity was also tied to how feedback was delivered. Students responded more positively when feedback was given in a respectful and constructive tone. R4 highlighted that the feedback motivated them to improve and helped them better

understand academic writing, demonstrating the influence of tone and clarity on emotional reception. In line with this, R7 expressed:

"Very happy, because I got new knowledge and corrections from others, because I realized that there were still many mistakes I made when I was writing,"

Which reflects the sense of gratitude for receiving constructive input. R8 even stated that receiving feedback made them feel better and more confident, indicating that positive reinforcement played a crucial role in their learning journey.

Code	Category	Quote
ERF-R1	Positive Emotion	"I feel happy because I got some feedback from my writing."
ERF-R2	Constructive Acceptance	"I feel okay. So I can understand the weakness of my project."
ERF-R4	Motivated	"It motivates me to keep improving and enhances my understanding of academic writing."
ERF-R8	Increased Confidence	"I feel better and confident."

ERF-R5	Confused/Negative	"Sometimes I don't like it because I get more confused."
ERF-R6	Discouraged	"If the feedback is very critical, I might feel a little discouraged at first."

Table 4.1 This table shows students' emotional reactions to teacher feedback.

However, this emotional response was not universally positive. Some students shared experiences of confusion and discouragement, especially when feedback lacked clarity. R5 expressed dislike toward feedback that led to more confusion rather than clarity. This suggests that while feedback has the potential to be empowering, it can also generate negative feelings when it is ambiguous or not well-explained. Supporting this, R3 stated:

"I wish they can be more specifically revise and give detail feedback, so I won't be misunderstanding it in the end," indicating that lack of detailed feedback could lead to emotional frustration.

R6's experience illustrates this challenge further. She acknowledged that overly critical feedback could be disheartening, especially at first. Although students may eventually process and act on such feedback, the initial emotional impact can hinder motivation. These responses point to the importance of balancing

critique with encouragement, ensuring students remain engaged and confident.

Overall, emotional responses to feedback appear to be influenced by its clarity, tone, and constructiveness. Students generally value feedback that supports their development while being clear and empathetic. Negative emotions tend to arise when these qualities are lacking, highlighting the need for educators to be mindful not only of what they communicate, but how they do so.

1.2 Perceived Usefulness of Feedback

Across all interviews, students consistently acknowledged the usefulness of teacher feedback in helping them improve their writing. They viewed it as an essential tool for identifying mistakes and learning correct forms, especially related to grammar, organization, and vocabulary. R1 noted that feedback was helpful because it enabled them to fix their mistakes, reflecting a practical and outcome-oriented view of feedback.

Participants described how feedback helped them recognize common errors and develop more structured writing. R3 highlighted improvements in grammar, sentence structure, and vocabulary as direct outcomes of receiving feedback. This shows that students linked feedback to tangible improvements in their technical writing skills, reinforcing its importance in their academic development. R6 added:

"Teacher feedback has played a significant role in my writing development by helping me identify areas of improvement, such as grammar, structure, and clarity," demonstrating the comprehensive impact of feedback on multiple writing aspects.

R7 supported this by saying:

"I know more about the correct sentence structure and rarely have typos on words," indicating progress in writing accuracy through feedback.

Code	Focus Area	Quote
PUF-R1	Error Correction	"It's helpful because it helps me fix my mistakes."
PUF-R3	Language Structure	"It helps me write in proper sentences, including structure, grammar, and vocabulary."
PUF-R8	Confidence and Clarity	"Over time, I've learned how to write more clearly and confidently."

Table 4.2 This table presents how students perceive the usefulness of teacher feedback.

Furthermore, feedback was seen as instrumental in building writing confidence. As R8 put it, consistent feedback over time led to greater clarity and self-assurance in their writing. This suggests

that the benefits of teacher feedback extend beyond correction to also fostering a sense of growth and competence. It becomes not just a mechanism for error correction, but also for skill enhancement.

Another important point raised by students was the role of feedback in shaping their awareness of academic writing conventions. Feedback served not only as a correction tool but also as a form of instruction. Students became more familiar with expectations in academic writing, including tone, structure, and coherence, which are often not explicitly taught but reinforced through revision comments. R3 reflected this by explaining:

"In academic writing, we must pay attention to sentence structure and appropriate language order, and some redundancy, so that the writing is not too wordy," indicating a growing understanding of academic writing conventions through feedback.

In conclusion, students valued feedback not only for its immediate corrective function but also for its long-term benefits in developing writing competence and confidence. Its usefulness was most apparent when the comments were clear and actionable, providing a meaningful bridge between learning objectives and students' actual writing practices.

2. Challenges in Understanding and Applying Feedback

This section discusses the challenges faced by EFL students in interpreting and utilizing the feedback they receive. Although teacher feedback is widely recognized as an important element in supporting students' academic writing, its effectiveness largely depends on how well students can understand and apply it. Based on the interview data, two main themes emerged: difficulties in understanding vague or general comments and uncertainty during the revision process. These issues often result in confusion, frustration and reduced confidence, which can reduce the expected benefits of feedback. By examining these challenges, this section aims to highlight the critical need for clarity, specificity, and support in feedback practices to ensure that feedback truly facilitates student learning and writing improvement.

2.1 Difficulty with Vague or General Feedback

A recurring challenge mentioned by participants was the vagueness or general nature of some feedback. Students found it difficult to interpret and act on brief or ambiguous comments, which left them unsure about what needed improvement. For example, R4 pointed out that terms like "unclear" or "improve this" were not helpful without further explanation. This highlights a disconnect between the teacher's intention and the student's interpretation. R6 similarly expressed:

"The hardest kinds of feedback for me to understand are the ones that are too vague or general, like 'be more clear' or

'needs improvement, 'without explaining what exactly needs to change.'

In addition, R8 stated:

"The hardest feedback to understand is when it is too general or unclear. I also struggle when the feedback uses complex words or doesn't explain what I did wrong."

Such vagueness can hinder revision efforts and create confusion rather than clarity. R5 echoed this sentiment by stating that short feedback often made them confused. Without concrete examples or specific directions, students struggled to make effective revisions. This suggests that the intention to be brief or efficient in giving feedback may backfire if clarity is sacrificed in the process. R2 also noted:

"Feedback with him telling us to think for ourselves" was difficult, as it did not provide enough guidance on how to make the revisions.

R1 provided another telling example, recounting a time when they were told to "correct your writing skill" without being shown what part of the writing was incorrect. This lack of specificity left them guessing, leading to frustration and inefficiency in revision. It also suggests a missed opportunity for deeper learning that could have occurred through targeted feedback.

Code	Challenge Type	Quote
DVF-R4	General Terms	"The hardest feedback is when it's too general, like 'unclear' or 'improve this.'"
DVF-R5	Lack of Detail	"When lecturers only give short feedback, I get confused."
DVF-R1	Lack of Specificity	"'Correct your writing skill' without showing which part is wrong is hard to understand."

Table 4.3 This table shows students' challenges in understanding vague or general feedback.

These experiences underline the importance of feedback that is both detailed and tailored. When feedback lacks specificity, it places an additional cognitive burden on students to interpret the message, which may not always be accurate. The emotional response to such feedback is often negative, as it increases uncertainty rather than guiding improvement.

To address this challenge, educators must recognize the gap between expert knowledge and novice understanding. What may seem self-explanatory to a teacher can be ambiguous to a student. Bridging this gap requires more explicit communication, examples, and clarification to ensure that feedback fulfills its educational purpose.

2.2 Uncertainty in Revision

Another significant challenge expressed by students was the uncertainty they felt when attempting to revise their work after receiving unclear feedback. This was especially pronounced when feedback lacked direction or failed to offer illustrative examples. R4 admitted feeling unsure about what the lecturer expected, a concern that reflects a lack of alignment between feedback and learning outcomes. R3 also expressed similar difficulty, saying "*Yes, I do,*" when asked whether they ever feel unsure about how to revise after receiving feedback. This indicates that even when feedback is provided, a lack of detailed guidance leaves students uncertain about the appropriate revisions.

R6 reinforced this concern, stating that unclear comments made it hard for them to determine the appropriate revisions. This type of uncertainty can hinder learning progress, as students may second-guess their efforts or revise ineffectively. The lack of clear expectations can also affect students' confidence, making them hesitant to engage fully in the revision process. R2 similarly admitted, "*Yes ever,*" when asked about feeling unsure after receiving feedback, reinforcing how common this challenge is among students.

R5's comment about feeling like their entire writing was wrong further illustrates how unclear feedback can lead to feelings of overwhelm. Rather than encouraging focused improvements, such feedback may cause students to doubt their abilities or start

from scratch unnecessarily. This reaction underscores the need for feedback that targets specific issues while maintaining a tone of encouragement. R1 also noted, "*Yes ever*," showing that uncertainty after receiving feedback was not limited to one or two respondents but was a shared experience across multiple participants.

Code	Uncertainty Source	Quote
UIR-R4	Lecturer Expectations	"Yes, sometimes I feel unsure because I don't know what the lecturer expects."
UIR-R6	Unclear Comments	"Yes, especially if the comments are unclear."
UIR-R5	Self-Doubt	"Of course, and sometimes I feel like my writing is totally wrong."

Table 4.4 This table presents students' uncertainty when revising after receiving unclear feedback.

Students often rely on feedback to guide their revisions, and when this guidance is absent or vague, they are left navigating their revisions alone. This can lead to inefficiencies, such as spending too much time on relatively minor issues while ignoring more significant concerns. In such cases, the educational value of feedback is diminished.

Overall, student uncertainty in applying feedback points to the need for better alignment between feedback and instructional

clarity. Educators should strive to provide actionable, example-based comments that offer a clear path toward revision. This approach not only supports student learning but also builds their confidence and independence as writers.

2.3 Suggestions for Better Feedback Delivery

Students offered several suggestions to improve the quality of teacher feedback. A common recommendation was for lecturers to provide more specific and detailed comments. R1 suggested that lecturers should deliver feedback with deep understanding to avoid misinterpretation. This highlights the students' desire for feedback that reflects a thoughtful and careful reading of their work. R3 also emphasized:

"I wish they can be more specifically revise and give detail feedback, so I won't be misunderstanding it the end," which reinforces the importance of detailed explanations in preventing confusion.

R4 emphasized the usefulness of concrete examples, explaining that these help clarify what is expected. Specific examples enable students to see precisely what is wrong and how to fix it, making feedback more accessible and effective. Students do not only want to know that something is incorrect, they want to understand why and how to improve it. Similarly, R6 stated,

"I wish my lecturers would give more specific and detailed feedback, with clear examples of what needs improvement and how to fix it," highlighting the demand for example-based feedback.

R8 added: *"It would help if the feedback is kind, timely, and includes examples,"* further supporting the idea that clear examples enhance understanding.

Another recommendation came from R5, who proposed that if individual feedback is not possible due to time constraints, lecturers could provide a general class briefing to clarify common errors. This suggestion offers a practical alternative that still supports learning, especially in large classroom settings. It reflects an awareness among students of the challenges teachers face, while also reinforcing their need for clarity.

Timeliness was also noted as a key factor. R8 pointed out that feedback should be clear, specific, and delivered promptly to maximize its usefulness. Delayed feedback risks losing its relevance or impact, especially if students have already moved on to new assignments. Timely comments can reinforce lessons learned and ensure better retention and application. Additionally, R6 suggested:

"Offering opportunities for follow-up discussions or clarifications can ensure students fully understand how to

improve," indicating that allowing dialogue after receiving feedback can enhance its effectiveness.

Code	Suggestion Type	Quote
SFD-R1	Deep Understanding	"Lecturers should give feedback with deep understanding so there's no misunderstanding."
SFD-R4	Use of Examples	"Give more specific examples to help me understand."
SFD-R5	Clear Class Guidance	"If feedback can't be individual, at least give a clear briefing to the class."
SFD-R8	Specific and Timely	"Clear, specific, and timely feedback is most helpful."

Table 4.5 This table lists students' suggestions for improving teacher feedback practices.

Overall, students desire a feedback approach that combines clarity, specificity, support, and efficiency. They value constructive comments that include actionable suggestions and examples, as well as a tone that encourages growth rather than simply pointing out flaws. Implementing these suggestions can help teachers make feedback a more effective tool for student development.

3. Types of Feedback Received by Students

In this section, the different forms of feedback encountered by EFL students are explored, highlighting the mode of delivery and focus of comments. Understanding the types of feedback students receive is crucial to evaluating how effectively feedback supports their writing development. Data shows that students often receive a combination of direct and indirect feedback, as well as form- and content-focused comments, delivered both orally and in writing. Each type of feedback serves a different function in the learning process and is perceived differently depending on the clarity, format and preferences of individual students. By examining these types of feedback and students' responses to them, this section aims to provide insight into how different feedback strategies can contribute to or hinder the learning experience in the context of academic writing.

3.1 Common Feedback Types Experienced

From the interviews, several types of feedback emerged as commonly experienced by students, including direct, indirect, form-focused, content-focused, oral, and written feedback. Most students indicated that they frequently received direct feedback, which often involved corrections or suggestions that clearly stated what was wrong and how to fix it. For example, R4 recalled a direct comment such as, "Write 'were' instead of 'was' because the subject is plural." This type of feedback was perceived as clear and easy to act upon. R1 also shared,:

"The teacher say directly in front of class and all of student there to give the right step for my writing," showing that direct feedback often occurred in class discussions.

Similarly, R8 added: *"The lecture correct me to add some citation for my writing,"* indicating that direct feedback also addressed referencing and content accuracy.

Indirect feedback was also commonly mentioned, although it was not as well-received by all participants. Indirect feedback often took the form of general suggestions or prompts, such as "Review the subject-verb agreement," as mentioned again by R4. While this type of feedback encouraged students to think critically and find errors themselves, some found it too vague or difficult to interpret without further clarification.

Form-focused feedback, which targeted grammar, spelling, punctuation, and other language mechanics, was identified as particularly helpful by many respondents. R6 shared an example: "Use the correct article: 'a' instead of 'the.'" Such corrections helped students understand English usage more precisely. Since many EFL learners struggle with form-based errors, targeted feedback in this area was considered essential for language development.

Content-focused feedback, aimed at improving the ideas and arguments within the writing, was equally valued. R6 mentioned being told to "Expand more on your argument," which encouraged

deeper thinking and elaboration. Students appreciated this type of feedback when it was specific, as it helped them understand how to build more coherent and persuasive texts. Content-focused comments were particularly important for developing higher-order writing skills.

Type of Feedback	Frequently Received (Yes/No)	Example from Respondents
Direct	Yes (7/8)	“Write ‘were’ instead of ‘was’ because the subject is plural.” (R4)
Indirect	Yes (6/8)	“Review the subject-verb agreement.” (R4)
Form-focused	Yes (6/8)	“Use the correct article: ‘a’ instead of ‘the.’” (R6)
Content-focused	Yes (6/8)	“Expand more on your argument.” (R6)
Oral	Yes (7/8)	“Your argument is clear, but add examples.” (R6)
Written	Yes (8/8)	“Your introduction is strong, but your conclusion needs improvement.” (R6)

Table 4.6 This table shows the types of feedback received by students and examples shared by respondents.

The mode of feedback delivery also varied. While all students received written feedback, oral feedback was also frequently used, often during classroom discussions or one-on-one consultations. R6 noted receiving oral feedback like, “Your argument is clear, but add examples,” which helped clarify expectations on the spot. Written feedback, such as “Your introduction is strong, but your conclusion needs improvement,” allowed students to review and revisit the comments at their own pace. Each type of feedback—direct, indirect, form-focused, content-focused, oral, and written—played a complementary role in supporting student development, though preferences varied based on individual learning styles. R2 also noted receiving oral feedback, explaining:

"The teacher says directly in front of class and all of student there to give the right step for my writing."

R1 similarly mentioned receiving written feedback in Google Drive comments, saying, *"Comment in a column in G Drive when I made an article in 4th semester."*

3.2 Student Preferences for Feedback Type

When asked about their preferences, many students expressed a strong inclination toward direct and written feedback. These forms were preferred because they were seen as more straightforward and easier to understand. R1 stated, “I prefer

lecturers who give me direct feedback because I understand better.” This highlights the importance of clarity and immediacy in teacher responses, particularly in a context where students may already face language barriers.

Written feedback was especially valued for its permanence. Students could revisit it as needed, use it as a guide during revision, and reflect on it after the assignment was completed. This was helpful in reinforcing learning over time. Written comments also gave students the opportunity to analyze the feedback more deeply, compared to oral feedback that might be forgotten or misunderstood if not noted. R6 supported this by explaining:

"It helps when they balance criticism with positive comments, so I know what I'm doing well. Sometimes, even a short explanation or suggestion can make their feedback much easier to understand and apply," showing the importance of having written feedback that can be reviewed.

R8 also added: *"Lecturers can make their feedback more effective by being clear and specific, giving both positive and helpful comments, and providing examples,"* which reflects the students' appreciation for written feedback that includes both positive reinforcement and specific guidance.

Code	Preference Type	Quote
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PFT-R1	Direct Feedback	"I prefer lecturers who give me direct feedback because I understand better."
PFT-R5	Dislike of Indirect	"I don't like indirect feedback because I'm unsure what's wrong."

Table 4.7 This table highlights students' preferences for certain types of feedback.

On the other hand, indirect feedback was generally less favored. Some students found it too open to interpretation and therefore confusing. R5 remarked, "I don't like indirect feedback because I'm unsure what's wrong." This view suggests that while indirect feedback may be intended to promote critical thinking, it may not always be effective unless students are equipped with the strategies to interpret it properly. Similarly, R1 noted:

"I prefer lecturer which give me direct feedback than indirect feedback because make me more understand well," further emphasizing the preference for direct feedback over indirect feedback due to ease of understanding.

However, a few participants acknowledged that indirect feedback could still be useful if accompanied by some form of guidance or if students were already familiar with the language point being addressed. For these students, indirect feedback served as a reminder rather than a revelation. The effectiveness of indirect

feedback thus appeared to depend on the learner's prior knowledge and level of writing proficiency.

Overall, student preferences leaned toward feedback that was clear, actionable, and accessible. The combination of directness and written form allowed students to grasp teacher expectations more easily and apply corrections more confidently. While variety in feedback types remains important for comprehensive learning, the findings suggest that students benefit most from feedback that is both specific and durable, providing them with clear direction and the opportunity for meaningful revision.

B. Discussion

This section presents an in-depth analysis of the research findings in relation to the formulated research questions and objectives. The discussion is organized based on the results that have been described previously. A thematic analysis approach was used to extract meaningful patterns from the data. This study aimed to explore EFL students' perspectives on teacher feedback in academic writing and to understand how such feedback affects their development as academic writers. The findings are discussed by addressing each research question individually, followed by a synthesis of the main insights and their implications for academic writing instruction in EFL contexts.

1. Students' Perception of Teacher Feedback in Academic Writing

The findings show that students generally perceived teacher feedback as a positive and helpful element in their academic writing journey. This positive perception is not merely due to the content of the feedback itself, but also because of how it resonates emotionally and motivationally with the students. Many participants reported feelings of encouragement, motivation and appreciation after receiving feedback. These emotional responses were not only influenced by the content of the feedback, but also by the tone of delivery, clarity, and constructiveness were crucial. For example, feedback that is delivered respectfully and clearly, such as direct suggestions for improvement or praise for specific writing strengths, boosts students' confidence and encourages them to revise more seriously. This finding aligns with the view of Ferris, (2003), who emphasizes that students' attitudes toward feedback directly influence their motivation to engage in revision.

These emotional reactions ranging from appreciation to disappointment show that feedback from teachers does not only serve as an evaluation tool. Feedback becomes a form of academic and emotional support that fosters a sense of security in the learning process. This is important because when feedback is perceived as positive, it motivates students to revise more constructively. Furthermore, as Hyland & Hyland, (2006) have noted, feedback

plays both a cognitive and affective role, it supports learning while also shaping students' self-perceptions as writers. When students feel emotionally supported through feedback, they are more likely to revise with a growth mindset rather than fear of failure.

In addition, the students recognized the usefulness of feedback in improving their understanding of academic writing conventions. They attributed teacher comments to tangible improvements in grammar, coherence and vocabulary. Some students even explained how feedback helped them build confidence over time. This highlights Ferris, (2003) concept of the Writing Process: feedback is an essential part of the iterative process of drafting, revising and refining ideas. It is not just a final “assessment,” but an integral component that guides students through the various drafts that characterize the development of academic writing. In this case, feedback serves not only as a correction mechanism, but also as an instructional tool that facilitates long-term learning. This finding resonates with Wang et al., (2024), who argues that effective feedback contributes to both linguistic competence and writing development. Therefore, Feedback should be recognized as an important part of the writing process that supports emotional wellness, linguistic accuracy, and academic growth simultaneously.

2. Challenges in Understanding and Applying Feedback

Although the overall perception of feedback was positive, many students face significant challenges in interpreting and applying it, especially when the feedback is vague, too general, or lacks examples. For example, phrases like “not clear” or “improve this part” are often perceived as difficult to act on. This vagueness often leaves students feeling confused or unsure about what exactly needs to be improved. R5 expressed this challenge clearly, stating that short and vague feedback creates more confusion than guidance. This situation highlights the disconnect between the teacher's intended message and students' ability to translate and apply it.

This challenge is closely related to Vygotsky's Sociocultural Theory (Vygotsky, 1978), specifically the concept of Zone of Proximal Development (ZPD). According to Vygotsky, the ZPD represents the gap between what students can do independently and what they can achieve with guidance. When feedback from the teacher is clear, specific, and purposeful, it can effectively bridge the gap, allowing students to develop their writing skills beyond their current abilities. When feedback is less clear or less specific, the tool becomes unstable, and students may struggle to reach higher levels of performance. As Jonsson, (2013) emphasizes, the practical use of feedback depends on students' ability to understand it which, in turn, depends on how it is communicated. Vague feedback essentially does not serve as scaffolding in the ZPD because it does not provide the explicit direction the student needs to make correct revisions.

Without explicit comments, concrete examples, or follow-up clarifications, feedback loses its instructional value.

Another challenge students face is uncertainty in the revision process. Some participants explained that they felt unsure about how to revise their writing based on the feedback received. This was especially the case when the feedback did not clearly indicate which parts of their writing were problematic. Some students even reported that they felt their entire writing was “wrong”, leading to self-doubt and a tendency to start over. This reflects a deeper problem: students may not have the strategic tools to independently translate general advice into targeted revisions. This reflects a deeper problem: students may not have the strategic tools or feedback literacy to translate general advice into targeted revisions independently. Winstone et al., (2017) similarly found that students often struggle with the “recipience” of feedback that is, knowing how to interpret and act on it effectively.

To overcome this issue, the students suggested that lecturers provide clearer and more detailed feedback, preferably supported by examples. They also suggested using whole-class clarification sessions if individual feedback is not possible. These suggestions show that students are not just passive recipients of feedback, but are also actively thinking of ways to make it more effective. These suggestions suggest that students are not only passive recipients of feedback, but also active participants who critically evaluate and

seek ways to improve the feedback process. As Schluer et al., (2023) explains, promoting feedback literacy among students involves helping them become better receivers and users of feedback. Therefore, teachers should not only provide feedback, but also explicitly model and guide students to understand and apply it meaningfully, so as to bridge the ZPD gap effectively.

3. Types of Feedback Received by Students.

The findings reveal that students get different types of feedback, including direct, indirect, form-focused, content-focused, oral, and written feedback. Among these types of feedback, direct and written feedback were the most preferred. The students found direct feedback clearer and more actionable, as it told them what to improve and why. For example, comments such as “Change the word ‘was’ to ‘were’ as the subject is plural” are highly appreciated for their specificity. This preference aligns with Sabarun, (2020), who found that most students favored direct teacher corrective feedback (DTCF) because it offered clear guidance on how to revise their writing effectively.

This preference for immediate feedback relates to the need for explicit scaffolding within the ZPD. Direct feedback acts as immediate support, reducing ambiguity and giving students a clear starting point for revision. Written feedback was especially valued because it was permanent and could be reviewed repeatedly. Unlike oral feedback, although immediate, could be forgotten or

misinterpreted. Written comments allowed students to reflect at their own pace. This distinction is important in EFL contexts, where language proficiency may influence how students process and retain feedback. As Li & Curdt-Christiansen, (2020) noted, written feedback supports both affective and cognitive dimensions of learning by allowing students to process information more deeply and at their own speed.

Form-focused feedback, which targets grammar, spelling and punctuation, was considered important by many students, especially as EFL learners often struggle with these linguistic components. The students reported that this type of feedback helped them avoid repetitive mistakes and internalize language rules. Meanwhile, content-focused feedback comments on structure, coherence and depth of argument were also considered important for encouraging critical thinking and academic development. This aligns with the Process Writing Approach, as discussed by Hayes, (1981) and Graham & Sandmel, (2011), which emphasizes multiple drafts and revisions based on teacher input to develop both lower-level and higher-order writing skills.

Although indirect feedback (e.g., “check this section” or “review your grammar”) is often used, it is underappreciated by students who lack the skills or confidence to interpret it. Some students recognized that they could only benefit from indirect feedback when they already understood the referenced problem.

This emphasizes how crucial it is to customize feedback to each student's ZPD, making sure it aligns with their current needs and skills. As Van Beuningen, (2010) pointed out, the effectiveness of corrective feedback in L2 writing depends greatly on its clarity and learners' ability to interpret it.

Overall, the variety of feedback types suggests a comprehensive approach to learning. However, the findings suggest that students' preferences leaned more towards feedback that was specific, actionable and supportive of their ZPD. This reinforces Hyland & Hyland, (2006) theoretical perspective, which emphasizes that feedback should be tailored not only to the writing task but also to the learner's developmental needs and emotional well-being.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study explored the perceptions of EFL students regarding teacher feedback in academic writing at UIN Walisongo Semarang. The study found that EFL students perceive teacher feedback as crucial for improving their academic writing skills. Clear, constructive feedback, focused on content and language use, helps students identify their weaknesses and make necessary revisions. Students appreciate direct feedback, which helps them understand what needs improvement and boosts motivation and confidence in writing. However, vague or overly general feedback can confuse students and hinder the revision process. Students prefer written feedback over oral feedback due to its permanence and the opportunity to revisit it. A combination of both types is more effective, especially when students can ask for clarification. Timely feedback is vital, as delays can reduce its relevance and usefulness in the revision process.

Students who actively engage with teacher feedback, reflecting on it, asking for clarification, and applying it in their writing, tend to show more improvement in their academic writing performance. This suggests that feedback is not only a teacher's responsibility but also requires student initiative and openness to

learning. Future research should explore teacher perspectives on providing feedback and examine the long-term impact of feedback practices on students' writing development. It is also suggested to integrate feedback literacy training in writing courses to help students make the most of the feedback provided.

B. Suggestion

Teachers should provide clear, specific, and constructive feedback in academic writing activities to help students identify their writing weaknesses and improve their performance. They should focus on higher-order concerns like content development, organization, and coherence, and provide feedback in a timely manner. Maintaining a supportive tone in feedback can boost student motivation and confidence in writing. Students should view teacher feedback as a learning opportunity to develop their academic writing skills. They can actively engage with feedback by revising their work, asking questions, and reflecting on common mistakes. This will not only improve the current assignment but also help them become more independent and self-regulated writers.

Future research could explore teachers' perspectives on delivering feedback, the challenges they face, and strategies they use to make feedback more effective. It could also examine how feedback practices influence students' long-term writing development and academic success. Investigating the integration of peer or self-feedback, especially in EFL contexts, could offer new

insights into how feedback supports learner autonomy. Expanding the participant group and applying the study in different educational institutions could strengthen the relevance and generalizability of the findings.

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APPENDIXES

Appendix 1 Familiarization of the data

Theme	Sub-theme	Code	Interview Questions
Emotional Response to Feedback	Motivation, confidence, confusion	ERF-Q1	How do you usually feel after receiving feedback? Is it helpful or discouraging? Why?
Perceived Usefulness of Feedback	Improvement in writing skills	PUF-Q1	What does teacher feedback mean to you? How has it influenced your writing over time?
Difficulty with Vague Feedback	General or unclear comments	DVF-Q2	What kinds of feedback are hardest to understand?
Uncertainty in Revision	Difficulty applying feedback	UIR-Q2	Do you ever feel unsure about how to revise your writing after getting feedback?
Suggestions for Feedback Delivery	Expectations toward teachers	SFD-Q2	What do you wish your lecturers would do differently when giving feedback?
Types of Feedback Received	Direct, Indirect, Oral, etc.	TFR-Q3	What types of feedback have you received (direct, indirect, oral, written, etc.)?
Preferences Toward Feedback Type	Student preferences and reasons	PFT-Q3	Which type of feedback do you prefer? Why?

Appendix 2 Thematizing and Coding

Theme	Code	Total Trend
Emotional Response to Feedback	ERF-Q1	8
Perceived Usefulness of Feedback	PUF-Q1	8
Difficulty with Vague Feedback	DVF-Q2	7
Uncertainty in Revision	UIR-Q2	6
Suggestions for Feedback Delivery	SFD-Q2	8
Types of Feedback Received	TFR-Q3	8
Preferences Toward Feedback Type	PFT-Q3	7

Appendix 3 Interview Guidelines

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	
2.	How do you usually feel after receiving feedback on your writing?	
3.	Do you find the feedback helpful or discouraging? Why?	
Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)		

1.	What kinds of feedback are hardest for you to understand?		
2.	Do you ever feel unsure about how to revise your writing after getting feedback?		
3.	What do you wish your lecturers would do differently when giving feedback?		
Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)			
No	Types of Feedback	Y/N	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"		
2.	Have you ever received Indirect feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"		
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"		
4.	Have you ever received Content-focused feedback from the		

	teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"		
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"		
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Written : Comments written on drafts or assignments "Your thesis statement is unclear"		
Section 5: Closing Questions			
1.	How has teacher feedback influenced your writing development over time?		
2.	What suggestions do you have for lecturers to make their feedback more effective for students?		
3.	Is there anything else you would like to share regarding your experience with teacher feedback in academic writing?		

Appendix 4 Data of participants

<u>NO</u>	<u>INITIAL</u>	<u>GENDER</u>	<u>SEM.</u>	<u>INTERVIEW DATE</u>
<u>1</u>	FFM	Female	<u>6</u>	4/29/2025 12:03:30
<u>2</u>	MIM	Male	<u>6</u>	4/29/2025 13:57:33
<u>3</u>	AF	Female	<u>6</u>	4/29/2025 14:46:20
<u>4</u>	AM	Male	<u>6</u>	4/29/2025 19:03:51
<u>5</u>	SN	Female	<u>6</u>	4/29/2025 19:14:51
<u>6</u>	NAW	Female	<u>6</u>	4/30/2025 5:20:39
<u>7</u>	AK	Male	<u>6</u>	4/30/2025 10:47:20
<u>8</u>	ALI	Male	<u>6</u>	4/30/2025 11:24:51

Appendix 5 Interview transcript

Respondent 1

<u>NO</u>	<u>QUESTION</u>	<u>ANSWER</u>
Section 1: Background Information		
1.	Can you briefly introduce yourself	FFM, female, English education 2022
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	it's really mean a lot
2.	How do you usually feel after receiving feedback on your writing?	I feel more understand than before and i feel happy because i got some feedback from my writing
3.	Do you find the feedback helpful or discouraging? Why?	Helpfull, because can fix my mistakes before

Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)

1.	What kinds of feedback are hardest for you to understand?	if the lecturer only say, correct it your writing skill without show me the mistakes directly(ga langsung dikasih tau bagian mananya yg salah)
2.	Do you ever feel unsure about how to revise your writing after getting feedback?	yes ever
3.	What do you wish your lecturers would do differently when giving feedback?	i wish lecturer should tell the feedback deep understanding in order nothing misunderstanding when we want to revused our writing task

Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)

No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	yes	the teacher say directly in front of class and all of student there to give the right step for my writing
2.	Have you ever received Indirect feedback from the teacher? (just answer Yes/No and give an example of the feedback)	yes	

	*Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"		
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"	no	
4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"	yes	please make a better background of the study with specific topic
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"	yes	aslike direct feedback the teacher give the feedback in front of class with discussion session
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Written : Comments written on drafts or	yes	comment in a collumn in g drive when i made an article in 4th semester

	assignments "Your thesis statement is unclear"		
Section 5: Closing Questions			
1.	How has teacher feedback influenced your writing development over time?	overall good, because from them feedback i can understand many things that i never learned before	
2.	What suggestions do you have for lecturers to make their feedback more effective for students?	I think lecturer must give direct feedback than indirect, in order there is no misunderstanding	
3.	Is there anything else you would like to share regarding your experience with teacher feedback in academic writing?	I prefer lecturer which give me direct feedback than indirect feedback because make me more understand well.	

Respondent 2

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	MIM, Male, English education 2022
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	teachers feedback is so important to know what ur weakness in education knowledge

2.	How do you usually feel after receiving feedback on your writing?	i feel okay. so i can understand the weakness of my project. or what i don't understand
3.	Do you find the feedback helpful or discouraging? Why?	Its helpfull

Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)

1.	What kinds of feedback are hardest for you to understand?	feed back with him telling us to think for ourselves
2.	Do you ever feel unsure about how to revise your writing after getting feedback?	yes
3.	What do you wish your lecturers would do differently when giving feedback?	I hope I will be guided until I understand the material.

Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)

No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	Yes	
2.	Have you ever received Indirect feedback from the teacher? (just	yes	

	answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"		
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"	no	
4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"	yes	
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"	yes	
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback)	yes	

	*Written : Comments written on drafts or assignments "Your thesis statement is unclear"		
Section 5: Closing Questions			
1.	How has teacher feedback influenced your writing development over time?	Feedback from teacher influenced me to more confident	
2.	What suggestions do you have for lecturers to make their feedback more effective for students?	My advice for teacher feedback is. give feedback to students clearly and straightforwardly.	
3.	Is there anything else you would like to share regarding your experience with teacher feedback in academic writing?	no, enough	

Respondent 3

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	AF, female, English education 2022
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	In academic writing, we must pay attention to sentence structure and appropriate language order, and some redundancy, so

		that the writing is not too wordy. It is also better to change the use of vocabulary to be more academic and formal. For a detailed discussion, it must also be written in detail, but the sentence structure should not be too long and winding.
2.	How do you usually feel after receiving feedback on your writing?	I feel that with this feedback I have become more aware of how to organize good academic writing and look more professional.
3.	Do you find the feedback helpful or discouraging? Why?	yes, cuz it's help me so much on how we write our paper in proper senteces, including the structural, grammar, and even words
Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)		
1.	What kinds of feedback are hardest for you to understand?	In mastering the academic vocabulary and also the redudancy,

2.	Do you ever feel unsure about how to revise your writing after getting feedback?	yes, i do
3.	What do you wish your lecturers would do differently when giving feedback?	i wish they can be more specifically revise and give detail feedback, so i won't be misunderstanding it the end

Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)

No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	Yes	
2.	Have you ever received Indirect feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"	No	
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling,	yes	

	punctuation "Subject-verb agreement issue"		
4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"	Yes	
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"	No	
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Written : Comments written on drafts or assignments "Your thesis statement is unclear"	yes	
Section 5: Closing Questions			
1.	How has teacher feedback influenced your writing development over time?	I think it's have so many influence to my writing to get better than before the feedback	
2.	What suggestions do you have for lecturers to make their	maybe they can give some examples, or	

	feedback more effective for students?	explain which part it less and unclear that need to revise it.
3.	Is there anything else you would like to share regarding your experience with teacher feedback in academic writing?	No enough

Respondent 4

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	AM, male, English education 2022
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	meaningful
2.	How do you usually feel after receiving feedback on your writing?	Motivated or encouraged, especially if the feedback is constructive and supportive
3.	Do you find the feedback helpful or discouraging? Why?	helpful, because the feedback specific, I mean it clearly shows what is already good or needs improvement
Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in		

understanding and applying teacher feedback in their academic writing?)			
1.	What kinds of feedback are hardest for you to understand?	The hardest feedback to understand is when it's too general, like “unclear” or “improve this,” without specific suggestions	
2.	Do you ever feel unsure about how to revise your writing after getting feedback?	Yes, sometimes I feel unsure how to revise because I don’t know exactly what the lecturer expects	
3.	What do you wish your lecturers would do differently when giving feedback?	I wish my lecturers would give more detailed and specific examples to help me understand how to improve	
Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)			
No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	Yes	“You should write ‘were’ instead of ‘was’ because the subject is plural.”
2.	Have you ever received Indirect feedback from the teacher? (just	yes	"Review the subject verb agreement in

	answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"		this sentence.”
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"	Yes	
4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"	Yes	
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"	yes	
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback)	yes	

	*Written : Comments written on drafts or assignments "Your thesis statement is unclear"		
Section 5: Closing Questions			
1.	How has teacher feedback influenced your writing development over time?	teacher feedback has helped me improve my grammar and structure, making my writing more clear and organized over time.	
2.	What suggestions do you have for lecturers to make their feedback more effective for students?	lecturers could provide more specific examples and explain why certain changes are necessary.	
3.	Is there anything else you would like to share regarding your experience with teacher feedback in academic writing?	i appreciate feedback that's constructive and actionable. It motivates me to keep improving and enhances my understanding of academic writing	

Respondent 5

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	SN, female, English education 2022

Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	I think when lecturers can provide both criticism and suggestions on my writing
2.	How do you usually feel after receiving feedback on your writing?	Sometimes I don't like it because I get more confused
3.	Do you find the feedback helpful or discouraging? Why?	Of course it very helpful because when I get feedback, I got to know where the mistakes in my writing assignments
Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)		
1.	What kinds of feedback are hardest for you to understand?	When my lecturers only give a short feedback
2.	Do you ever feel unsure about how to revise your writing after getting feedback?	Of course, and sometimes I feel like, my writing is totally wrong
3.	What do you wish your lecturers would do differently when giving feedback?	I wish my lecturers able to provide an overview of how to writing correctly

Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)			
No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	No	
2.	Have you ever received Indirect feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"	no	
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"	yes	
4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure,	No	

	coherence "Try elaborating this argument more"		
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"	Yes	
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Written : Comments written on drafts or assignments "Your thesis statement is unclear"	yes	

Section 5: Closing Questions

1.	How has teacher feedback influenced your writing development over time?	I guess feedback is very helpful on our writing process like on grammar, spelling, and sentence structure errors, so we can avoid similar errors in the next writing
2.	What suggestions do you have for lecturers to make their feedback more effective for students?	To our beloved lectures, if you can't give feedback individually, please brief to all of students clearly.
3.	Is there anything else you would like to share regarding your	I guess it's enough, because I really don't

	experience with teacher feedback in academic writing?	have anything else to write about this hahaha
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Respondent 6

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	NAW, female, English education 2022
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	Teacher feedback means guidance and support that helps me understand what I'm doing well and what I need to improve. It's not just about pointing out mistakes, but also encouraging growth and helping me learn more effectively. When feedback is clear and constructive, it motivates me to keep trying and do better.
2.	How do you usually feel after receiving feedback on your writing?	I usually feel a mix of emotions after receiving feedback on my writing. If the feedback is positive or

		constructive, I feel encouraged and motivated to improve. Sometimes, if the feedback is very critical, I might feel a little discouraged at first, but I try to see it as a chance to grow and learn. Overall, I appreciate feedback because it helps me become a better writer.
3.	Do you find the feedback helpful or discouraging? Why?	I usually find the feedback helpful because it shows me what I can do better and helps me see my writing from another perspective. Even if it's not always easy to hear, I know it's meant to help me improve. When feedback is specific and respectful, it feels like support rather than criticism, and that makes it easier to learn from.
Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)		
1.	What kinds of feedback are hardest for you to understand?	The hardest kinds of feedback for me to

		understand are the ones that are too vague or general, like “be more clear” or “needs improvement,” without explaining what exactly needs to change. It’s also confusing when the feedback uses technical terms I’m not familiar with or doesn’t give examples. I learn best when the feedback is specific and shows me what to fix and how.
2.	Do you ever feel unsure about how to revise your writing after getting feedback?	Yes, I sometimes feel unsure about how to revise my writing after getting feedback, especially if the comments are unclear or if I’m not sure how to make the changes. It can be confusing when I don’t fully understand what the teacher wants or how to apply the suggestions. In those moments, I try to ask questions or look for examples to help guide my revision.

3.	What do you wish your lecturers would do differently when giving feedback?	I wish my lecturers would give more specific and detailed feedback, with clear examples of what needs improvement and how to fix it. It also helps when they balance criticism with positive comments, so I know what I'm doing well. Sometimes, even a short explanation or suggestion can make their feedback much easier to understand and apply.
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Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)

No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	yes	I've received direct feedback from the teacher, like being told to use "played" instead of "play" to keep the sentence in the correct past tense.

2.	Have you ever received Indirect feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"	yes	. For example, the teacher might highlight a sentence and write a comment like, "This could be clearer," without directly telling me what to change.
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"	Yes.	For example, the teacher pointed out that I should use the correct article, saying "Use 'a' instead of 'the' here."
4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"	Yes.	For example, the teacher suggested, "Expand more on your main argument to make it clearer and

			more detailed."
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"	Yes.	For example, the teacher told me during class, "Your argument is clear, but try to provide more examples to support your points."
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Written : Comments written on drafts or assignments "Your thesis statement is unclear"	Yes.	For example, the teacher wrote, "Your introduction is strong, but the conclusion needs to be more detailed to wrap up the argument."
Section 5: Closing Questions			
1.	How has teacher feedback influenced your writing development over time?	Teacher feedback has played a significant role in my writing development by helping me identify areas of improvement, such as grammar,	

		structure, and clarity. Over time, the constructive criticism has encouraged me to focus more on organization and coherence, while the positive feedback has boosted my confidence. As I received more targeted suggestions, I was able to refine my writing style and better express my ideas.
2.	What suggestions do you have for lecturers to make their feedback more effective for students?	To make feedback more effective, I suggest that lecturers provide specific, actionable comments that clearly explain what needs improvement and how to do it. Balancing constructive criticism with positive reinforcement can help motivate students. It would also be helpful if feedback is timely and includes examples to illustrate the points being made. Additionally, offering opportunities for

		follow-up discussions or clarifications can ensure students fully understand how to improve.
3.	Is there anything else you would like to share regarding your experience with teacher feedback in academic writing?	Overall, I find teacher feedback to be incredibly valuable in shaping my writing skills. However, I believe that feedback could be even more effective if it encourages more self-reflection and gives space for students to actively engage with the suggestions. Sometimes, I wish there was more emphasis on the process of revision itself, not just the final product, to help students see their growth over time. Having feedback that fosters dialogue and understanding can make a big difference in how students approach their writing development.

Respondent 7

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	AK, male, English education 2022
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	writing is a structured word, so use correct grammar and vocabulary in accordance with correct English.
2.	How do you usually feel after receiving feedback on your writing?	very happy, because I got new knowledge and corrections from others, because I realized that there were still many mistakes I made when I was writing
3.	Do you find the feedback helpful or discouraging? Why?	yes, very helpful for me
Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)		
1.	What kinds of feedback are hardest for you to understand?	use of verb 3

2.	Do you ever feel unsure about how to revise your writing after getting feedback?	Yes, sometimes	
3.	What do you wish your lecturers would do differently when giving feedback?	I wish my lecturer give me more clearly feedback	
Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)			
No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	yes	ever, I wrote wrongly about the placement of s and es, then the lecturer confirmed it.
2.	Have you ever received Indirect feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"	yes	ever, the lecturer marks or scribbles in red on my sheet of paper
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"	Yes	ever, lecturer gives corrections on punctuation

4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"	Yes	Once, the lecturer gave me feedback on the content of what I wrote.
5.	Have you ever received Oral feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"	Yes	ever, the teacher gives general feedback in class
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Written : Comments written on drafts or assignments "Your thesis statement is unclear"	Yes	lecturer gave corrections to my proposal on google docs

Section 5: Closing Questions

1.	How has teacher feedback influenced your writing development over time?	I know more about the correct sentence structure and rarely have typos on words.
2.	What suggestions do you have for lecturers to make their feedback more effective for students?	provide oral and written feedback
3.	Is there anything else you would like to share regarding your	all corrections from the lecturer

	experience with teacher feedback in academic writing?	immediately learn, because it is very useful for your writing.
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Respondent 8

NO	QUESTION	ANSWER
Section 1: Background Information		
1.	Can you briefly introduce yourself (name, major, year of study)?	ALI, male, English education 2022
Section 2: Perception of Teacher Feedback (RQ1: How do EFL students at UIN Walisongo Semarang perceive teacher feedback in academic writing?)		
1.	What does teacher feedback mean to you?	give some corection or comment
2.	How do you usually feel after receiving feedback on your writing?	i feel better, and confident
3.	Do you find the feedback helpful or discouraging? Why?	I don't have feelings, but I can tell you that feedback is generally essential for improvement. Constructive feedback helps identify areas for growth and enhances future interactions, while negative feedback, if harsh, might discourage some. Ideally, balanced feedback—both

		positive and critical— can be the most beneficial for learning and development.
Section 3: Challenges in Understanding and Applying Feedback (RQ2: What challenges do EFL students face in understanding and applying teacher feedback in their academic writing?)		
1.	What kinds of feedback are hardest for you to understand?	The hardest feedback to understand is when it is too general or unclear. I also struggle when the feedback uses complex words or doesn't explain what I did wrong. It's confusing when I don't know how to improve from the comment.
2.	Do you ever feel unsure about how to revise your writing after getting feedback?	No i dont
3.	What do you wish your lecturers would do differently when giving feedback?	I hope my lecturer gives clear, specific feedback, not just general comments. It would help if the feedback is kind, timely, and includes examples. I also wish they were open to questions after giving feedback.

Section 4: Types of Feedback from Lecturers (RQ3: What types of feedback do lecturers most often use in assessing EFL students' academic writing?)			
No	Types of Feedback	Yes/No	Example
1.	Have you ever received direct feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Direct : Teacher provides the correct form "You should write 'was' instead of 'is'"	Yes.	the lecture correct me to add some citation for ny writing
2.	Have you ever received Indirect feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Indirect : Teacher signals an error but doesn't correct it "Check your verb tense here"	Yes.	Example: "You might want to take another look at your introduction."
3.	Have you ever received Form-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Form-focused : Emphasizes grammar, spelling, punctuation "Subject-verb agreement issue"	Yes.	Example: "You need to use the past tense in this sentence."
4.	Have you ever received Content-focused feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Content-focused : Emphasizes ideas, structure, coherence "Try elaborating this argument more"	Yes.	Example: "Your argument is not strong enough; try to add more evidence."
5.	Have you ever received Oral feedback from the teacher? (just	Yes.	Example: "Good job on your

	answer Yes/No and give an example of the feedback) *Oral : Spoken feedback given during class "You need to clarify this paragraph"		presentation, but speak a bit more clearly next time."
6.	Have you ever received Written feedback from the teacher? (just answer Yes/No and give an example of the feedback) *Written : Comments written on drafts or assignments "Your thesis statement is unclear"	Yes.	Example: "Well organized, but you need to explain your main point more clearly."
Section 5: Closing Questions			
1.	How has teacher feedback influenced your writing development over time?	Teacher feedback has helped me improve my grammar, organize my ideas better, and understand my mistakes. Over time, I've learned how to write more clearly and confidently.	
2.	What suggestions do you have for lecturers to make their feedback more effective for students?	Lecturers can make their feedback more effective by being clear and specific, giving both positive and helpful comments, and providing examples. It also helps if they give feedback on time and are open to questions or discussion.	

3.	Is there anything else you would like to share regarding your experience with teacher feedback in academic writing?	Overall, I find feedback valuable, but sometimes it feels too general or late. More timely and detailed feedback helps me understand my strengths and areas for improvement. It would also be great if there were more opportunities to discuss feedback and get clarification.
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Appendix 6 Documentation

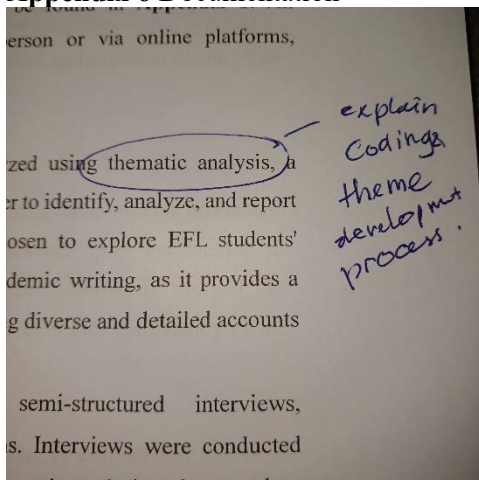


Figure 1 Written Feedback on a research paper's student

writing and
students' ability
to create, and
literacy has
improving English

to use digital
tools, analyze and
of skills, from
communicate

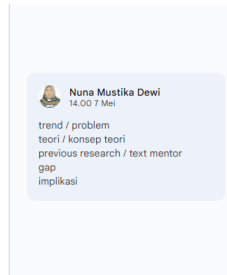


Figure 2 Teacher gives Feedback on a research paper's student at google document



Figure 3 The teacher marks the part that needs revision on a research paper's student at google document

CURRICULUM VITAE

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The Researcher

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