

## **CHAPTER IV**

### **FINDINGS AND DISSCUSSION**

The following chapter is an exhaustive review of the research's findings and analysis. The researcher examined students' responses to feedback in order to ascertain how effective this method was in improving the quality of their writing. The research results and their discussion are presented in a structured manner to ensure the accuracy of data representation and ease of understanding of the findings.

#### **A. Findings**

The analysis of findings in this study uses data from lecturers' feedback documents and interview data collected from six participants who have been categorized based on their average scores in essay writing and academic writing courses: The following categories are used to describe the students: H1 and H2 (students with the highest average scores), M1 and M2 (students with average scores), and L1 and L2 (students with the lowest average scores). The selection of these three categories was intended to identify differences in responses when receiving feedback from instructors regarding writing assignments. The participants were 2022 English Education majors from classes A, B, and C. Average grades were calculated based on transcripts from each course instructor.

In relation to supporting theory, the findings were analyzed dynamically using the Miles-Huberman (2014) model, which focuses on: (1) Data Presentation, (2) Data reduction, and (3) Data Verification and Drawing

Conclusions. The data obtained were systematically processed to map the participants' response patterns while answering the research questions that had been formulated.

This study addresses three main research objectives:

1. The types of feedback do the Student-writers receive
2. The Students-writers experience and responses to the lecturer's feedback on their writing

Based on the data obtained, the researcher collected the following data categories:

## 1. Types Of Feedback Received By Students

- a. Feedback from lecturers on student assignments

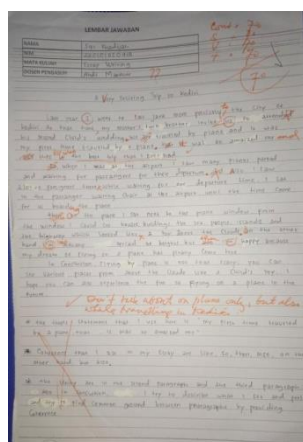


Figure 4.1

In providing corrective feedback on student essay assignments, lecturers conduct a thorough assessment that includes micro-linguistic and macro aspects of text coherence. At the micro level, the focus of correction is on grammatical precision, in particular the accurate use of

tense and the correct selection of conjunctions. Lecturers provide specific annotations such as adding the ending "-ed" or "-d" to verbs to correct past tense errors that are overlooked, or vice versa, omitting the ending when the context of the sentence requires the present tense. In addition, the insertion of appropriate conjunctions is recommended to strengthen the logical relationship between propositions and improve the fluency between sentences. At the macro level, feedback also emphasizes the conformity of the content to the scope of the established topic. As an illustration, when an essay only discusses on-plane experiences while the title hints at a broader scope of travel (for example, "cultural exploration in Kediri"), the lecturer provides a substantive correction: "*don't talk about on plane only, but also while traveling in Kediri*". This annotation encourages students to expand the narrative by integrating descriptions of road travel experiences or cultural activities while in Kediri, so that the essay meets the expectations of the topic as a whole and avoids partial or truncated impressions. Thus, this corrective feedback serves a double function: it fixes linguistic accuracy while guaranteeing the depth of analysis and the unity of ideas within the framework of the topic that has been formulated.



You have identified the main idea very well. It is missing information about the author and year and also the communication games.

You should have mentioned information gap games, "Twenty Questions" game, "Just a Minute" game, "Call my Bluff" game, and "Fishbowl" game in the body sentences.

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Figure 4.2

In the practice of giving digital-based feedback, lecturers apply corrective methods through structured annotations in document files without the need to make manual corrections directly to the manuscript. This approach allows a precise assessment of academic substance while maintaining the visual integrity of student work. To illustrate, one of the feedback States: *"You have identified the main idea very well. It is missing information about the author and year and also the communication games"*. This feedback recognizes the power of student conceptual analysis while marking two critical deficits: first, the omission of listing referential attributions (author and year of

publication) essential for academic validity and the avoidance of plagiarism; second, the absence of elaboration on communication games as a mandated key element of the theoretical framework. This second point is reinforced through specific corrective requests: "*You should have mentioned information gap games, 'Twenty Questions' games, 'Just a Minute' games, 'Call My Bluff' games, and 'Fishbowl' games in the body sentences*". The annotations do not simply list terminology, but rather demand systematic conceptual integration—ensuring each game is explained causally in relation to language learning mechanisms, such as the role of information gap games in triggering meaning negotiations or the contribution of 'Just a Minute' in the development of fluency in speech. Thus, lecturer feedback serves as a curatorial guide that emphasizes the principle of comprehensiveness: accurate identification of the main idea must be complemented by supporting details that meet scientific standards (source attribution) and analytical depth (exploration of key variables)

**Summarize Exercise 3**

**Rizqi Amaliah**  
**Amalia Sabilla**

**Main idea in paragraph**

Paragraph 1: Games designed to provoke communication between student.

Paragraph 2: The team has to find out what the object is asking only 'Yes/No' question the game, namely "Twenty Questions"

Paragraph 3 : "Just a Minute" is a long running comedy contest where each participant has to speak without hesitate in sixty minute.

Paragraph 4: "Call my Bluff" involves two teams. And they have to suggest 1 correct word definition among 3 words.

Paragraph 5: In other game, different tricks and devices are used to make fluent speaking namely "Fishbowl".

**Overall main idea**

There are 4 examples of Communication Games mentioned by Harmer in his book "The Practice of English Language Teaching" namely: Twenty Questions, Just a Minute, Call my Bluff, and Fishbowl.

You have identified the different types of communication games well. You just need to combine these sentences and write a paragraph of the summary. Paraphrase and use your own words.

9 / 10

Lenovo.proid\_1571 .  
Harmer (2001)

Lenovo.proid\_1571 .  
Very good. Just missing the information gap games.

Figure 4.3

In the context of providing continuous digital feedback, lecturers apply a balanced approach between positive reinforcement and constructive correction. The lecturer explicitly appreciated the competence of students in designing an effective summary introduction ("*this is very good introduction for the summary, well done!*") as well as the accuracy of identifying examples of communication games according to Harmer's framework ("*you have identified all the examples... Very good*"). However, this appreciation

is accompanied by strategic guidance to improve the integration of ideas and adherence to academic conventions. First, the lecturer confirms the principle of integrated paragraphs through instruction: "*build one paragraph summary*" by rearranging supporting sentences into a cohesive paragraph body. Second, although the completeness of the examples is recognized, the lecturer provides a conceptual precision correction that the first example must be explicitly associated with information gap games as a theoretical foundation. Third, at the finalization stage, lecturers emphasize three essential criteria: (1) structural consolidation ("*combine these sentences to create the body sentences*"), (2) originality of expression through active paraphrasing ("*use more of your own words*"), and (3) interpretative discipline by prohibiting the addition of external information ("*not to state new information... not mentioned in the text*"). Holistically, this feedback reflects the philosophy of academic writing that demands a synthesis between content accuracy, organizational unity, and the authenticity of the student's voice within the framework of the source text.

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Figure 4.4

When assessing student assignments, lecturers provide feedback that focuses on crucial points. First, lecturers correct errors in the writing of reference years ("Harmer (2001)") to ensure the accuracy of sources. Lecturers also praise the good parts ("very good") while noting important omissions: the lack of explanation about information gap games as a type of communication game. While appreciating the student's ability to identify other types of games ("you have identified... well"), the instructor offers two key suggestions: (1) combining separate sentences into a cohesive summary paragraph, and



(2) using one's own language when paraphrasing without adding new information from outside the text. Thus, this feedback emphasizes three fundamental points: accuracy of reference data, completeness of content, and the ability to present ideas coherently using original language.

Direct feedback from lecturers is one form of critical assistance in the Essay Writing course. Based on interviews, students receive real-time verbal corrections to improve the depth of their writing, especially when essays are considered too general. H1 revealed that lecturers proactively reprimanded him to enrich the details of information in his essay about a location. The student's quote clearly illustrates this interaction: *“When I was working on my essay writing assignment, the instructor directly addressed me to improve and add details to my writing because they felt my essay was still too general. My instructor said, ‘Add details about the location you're writing about because your writing is still too general.’”*

b. M1, M3 and L1 (Students receiving written feedback)

1) M1 receives written corrective feedback as the main evaluation mechanism from the M1 lecturer. This feedback is provided through specific annotations written directly on M1 assignment documents, focusing on improving technical aspects of writing such as sentence restructuring, vocabulary precision, and strengthening the coherence of arguments. Its detailed and direct nature allows M1 to identify

errors concretely. *“My Lecturer is very thorough. Lecturer often gives suggestions such as adding statements to make the content clearer,”* explained M1, describing how this feedback serves as a microscopic guide for improving content clarity.

This approach is not only constructive but also reflective, demonstrating the Lecturer's commitment to participatory Assessment, where each note serves as evidence of Lecturer's active involvement in the student's academic development. The flexibility of written feedback also facilitates M1's ability to revise repeatedly and use it as a long-term learning reference, unlike verbal feedback that may be forgotten.

2) M2 receives written corrective feedback applied through a structured annotation system on task documents. This format is designed to provide visual precision using color codes (such as red marks) that instantly direct attention to areas requiring improvement, accompanied by written comments in the margins or a dedicated space that explicitly identify the type of error. Annotations cover a range of corrections from micro inaccuracies to macro suggestions, as described in M2 experience: *“Usually, lecturers mark things in red and write notes such as ‘this sentence is inaccurate’ or suggestions for revising paragraphs.”* Undefined error hierarchically, with written comments outlining the nature of the fault and the anticipated fix, with red acting as a visual indicator for the problem's placement. Because

each marker acts as a warning to steer clear of the same faults in the future, this combination of textual and visual features not only expedites the problem diagnostic process but also creates an organized learning pattern for M2.

3) L1 consistently receives written corrective feedback as the main evaluation mechanism from L1 lecturers. This feedback is implemented through direct annotations on assignment documents—either in the form of margin notes or specific comments highlighting concrete errors in L1 work. The main focus is on improving technical aspects of writing such as grammatical accuracy, precision of vocabulary, and clarity of linguistic expression. This pattern is evident from L1's routine observations of the types of corrections provided: *“Usually, Lecturer correct technical issues such as grammar or inappropriate word choice.”* These written annotations serve as operational guidelines that enable the precise identification of errors, while also providing a learning record to avoid repeating similar mistakes in future assignments. Their direct embedding in the document facilitates a focused revision process, as each comment acts as a waypoint for improvement that must be addressed.

c. H1 and L2 (Students receiving verbal feedback)

1) Based on H1's experience, the feedback pattern from lecturers was dominated by a constructive direct verbal approach. This feedback was generally delivered orally, in the form of instructions or

suggestions for improvement without written annotations or specific corrections on the manuscript itself. As experienced by H1, when H1 described an old building, the lecturer provided guidance to improve the detail and clarity of the description directly through speech. *“When describing an old building, the Lecturer immediately asked me to add details about the building I was writing about.”*

In contrast, written corrective feedback—such as underlining errors, comments in the margins, or marking with error codes—was rarely provided. This communication pattern indicates a tendency to prioritize time efficiency through verbal interaction. *“I often receive direct feedback, but corrective or written feedback is quite rare,”* H1's statement clearly confirms the dominance of verbal methods and the scarcity of written corrective support in the feedback process.

- 2) L2 mainly receives verbal feedback spoken directly by the Lecturer during the learning process. This feedback specifically addresses problems with the coherence of ideas in writing, such as disjointed paragraphs or a lack of smooth flow of thought. As L2 explains: *“The Lecturer often directly points out how to improve paragraphs that do not flow smoothly.”* This form of feedback enables real-time interaction—Lecturers can immediately point out specific problematic sections and provide verbal examples of

improvements. The focus on “coherence” helps L2 understand how to construct more cohesive and easy-to-follow arguments.

d. H2 (Students receiving written and verbal feedback)

H2 receives feedback from Writing Lecturer in various formats tailored to the context of the assignment evaluation. Specifically, H2 receive verbal feedback delivered interactively and personally during direct interactions with Lecturers, enabling real-time discussion. Additionally, H2 receive written feedback in the form of detailed annotations on their assignment documents, such as corrections to sentence structure, grammatical accuracy, or clarity of argument flow *“My Lecturer provides a mix of feedback: grammar corrections are written in the margins of the assignment, while improvements to the logical flow are explained directly through discussion.”*.

The pattern of providing these two types of feedback is dynamic and adaptive, not limited to a single method, but selected based on the complexity of the problem or the learning needs at that time. This flexibility is reflected in H2 acknowledgment, indicating that the Lecturer strategically combines approaches to ensure comprehensive understanding.

## **2. The Experiences Students Felt when Receiving Feedback**

a. H1 and H2 (Students with the highest average scores)

1) H1, a student from class C, provided a detailed account of his experience receiving feedback in the context of essay writing and

academic writing courses. Receiving direct verbal feedback on H1 evoked a range of emotions. It was evident that the revision guidance provided by the lecturer was met with appreciation. Conversely, the open delivery style in front of the class was frequently associated with feelings of anxiety and embarrassment. It is evident that H1 perceives himself to be the focal point of the situation, and he is preoccupied with the notion that he is not meeting the Lecturer's expectations. This predicament consequently engenders a considerable psychological strain on H1. As H1 explains, the discomfort experienced is not a direct result of the feedback itself, but rather stems from the feeling of being the centre of attention in a public context.

This pressure is exacerbated by the necessity for rapid improvements and occasionally brief or unclear feedback that is difficult to comprehend. Furthermore, concerns have been raised regarding the accuracy of the revisions, as articulated by H1: *"I frequently experience feelings of anxiety. I am concerned that my revisions are not yet satisfactory."* The combination of public factors, time pressure, and the potential ambiguity of verbal instructions creates significant psychological stress, despite the constructive intent behind the feedback.

2) However, despite H2's best efforts on the assignment, feelings of self-disappointment dominated H2's feedback-giving experience. This dissatisfaction is derived from the realisation that there are still issues

that have not been addressed, both in the writing's technical aspects and the content's content, which have fallen short of the academic standards that H2 set for himself. The following text is intended to provide a comprehensive overview of the subject matter. *"Upon receiving feedback, a sense of disappointment is often experienced"*. Despite strenuous efforts, residual errors remain. The sense of disappointment is, in her view, self-inflicted, reflecting her own exacting standards of perfectionism.

This experience is then compounded by a significant degree of anxiety, particularly when the lecturer is correcting you in person. This tension may arise from feelings of unease in the face of open assessment or apprehensions regarding unfavorable judgment. *"I experienced a significant degree of trepidation when my writing was subjected to correction,"* H2 added, elaborating on the vulnerability they felt when their work was evaluated. Furthermore, H2 acknowledged a persistent sense of inadequacy, despite receiving constructive and supportive feedback from lecturers. This feeling likely manifested in a constant urge to revise and improve H2 writing, as well as doubts about H2 ability to achieve the perfection H2 craved. This complex blend of sentiments is rooted in the elevated expectations of H2 writing, which may be further fuelled by a personal aspiration to excel in academic pursuits.

- b. M1 and M2 (students with average grades),

1) The experience of providing feedback was influenced by two intertwined emotional dimensions: intense excitement for the lecturer's acknowledgment of M1's efforts and fear of M1's work's flaws. The initial enthusiasm surrounding M1 was rooted in the perception that comprehensive written feedback signified the lecturer's dedication to nurturing M1 development, superseding the mere fulfilment of an assessment obligation. The M1 statement, *"I am happy because the lecturer did not just give a grade, but also read and provided explanations,"* serves to validate the pedagogical value of the lecturer's active involvement, thereby engendering a sense of value due to the earnestness with which M1 efforts were undertaken.

However, this appreciation was accompanied by significant psychological challenges that M1 had to overcome. Due to the elevated academic standards that M1 has internalised, feelings of anxiety are experienced, particularly during periods of anticipation for evaluation results. This anxiety is precipitated by concerns regarding the number of revisions that M1 will be required to make. The discord between M1's aspiration for perfection and the potential exposure of their flaws is exemplified by their statement, *"I feel anxious, afraid of getting a lot of revisions."* Another problem that has been identified is that of M1 receiving unclear feedback, which has been shown to lead to practical confusion because the improvement instructions are not clear. The intricate interplay of motivated yet susceptible students



under the strain of academic expectations is exemplified by this juxtaposition of acknowledgement and apprehension.

2) M2's aspirations for perfection rendered the experience of receiving comments a source of stress and disappointment. Upon realising the inaccuracies in M2's writing, M2 experienced feelings of inadequacy, despite acknowledging the constructive feedback provided. *"Despite exerting every possible effort, errors still exist."* The emotional distress experienced by M2 was evident in her statement, *"It feels like my high expectations have been shattered."*

Anxiety was experienced even prior to the release of the updated data by M2, with the potential for flaws being a constant preoccupation. *"I immediately questioned the veracity of the situation. In which aspect of this process did I commit an error?"* M2 conceptualised errors as reflections of their capabilities, rendering even the most subtle criticism as deeply personal. This interplay thus demonstrates M2's conflict between appreciating input and managing the associated emotional strain.

c. L1 and L2 (Students with the lowest average grades)

1) L1 felt mixed emotions when receiving feedback: happy that L1 mistakes were pointed out, but sad that L1 best efforts were not good enough. *"Fifty-fifty. I'm happy to receive suggestions for improvement, but sad that my best efforts weren't good enough,"* L1 said. L1 also often feels frustrated with himself, especially when he

finds himself repeating the same mistakes, such as grammatical errors, even though L1 has worked hard. *"Sometimes I feel frustrated because I'm tired from working, but the results are still not perfect,"* said L1.

Another challenge is finding time to revise. As a busy student with many activities, L1 has to be smart about managing L2 schedule, sometimes even staying up late to meet deadlines. *"I have to prioritize: when is the best time to revise... Sometimes I have to stay up late."* Interestingly, L1 doesn't feel afraid of waiting for feedback. L1 actually eager to receive it so she can immediately correct L1 mistakes: *"I'm actually impatient. The sooner I get feedback, the sooner I can fix my mistakes."*

2) L2's experience of receiving feedback was marked by unique and strong emotional reactions. First, L2 felt a mixture of shock and gratitude: shocked because L2 thought L2 writing was perfect, but grateful that the lecturer helped L2 find mistakes. *"Initially, I was taken aback, wondering how such an error could have occurred."* However, L2 acknowledged that this experience had been beneficial in providing them with novel insights. Secondly, emotional shock was experienced upon realising unexpected mistakes, particularly as L2 felt he had exerted maximum effort. He described this feeling as a slap in the face: *"I considered this to be the optimal outcome that I could achieve; however, there were still errors present. The experience was*

*akin to being struck in the face by a sudden and unexpected realization."*

Thirdly, while awaiting the lecturer's explanation, L2 frequently experienced feelings of anxiety and nervousness, fearing that a significant amount of revision would be required. The subject experienced a marked increase in heart rate while waiting for the Lecturer to initiate speech. The potential for substantial criticism was a source of concern. Finally, due to the verbal nature of the feedback, L2 tended to update quickly without comprehending the message fully. For L2, this combination of emotions resulted in a profound and impactful experience.

### **3. Students' Response to Feedback.**

#### **a. H1 and H2 (Students with the highest average scores)**

1) Based on H1's account, responses to verbal feedback from lecturers were manifested through the development of systematic strategies to ensure the effectiveness of revisions. These strategies included several key stages: analyzing lecturers' verbal comments, marking sections of the manuscript that needed improvement, developing a structured revision plan, and taking the initiative to proactively discuss any confusing instructions. *"I usually ask about unclear parts first before starting the revision,"* said H1, emphasizing the importance of direct confirmation to avoid misunderstandings that could lead to repeated mistakes.

Despite facing challenges in the feedback reception process, H1 views feedback as a crucial element of learning, especially for identifying previously unrecognized mistakes. However, to improve effectiveness and reduce pressure, H1 expressed the hope that in the future, feedback could be delivered with a more personal approach. *“I hope that in the future, feedback can be given in a more personal manner,”* H1 said, indicating that although H1 systematic strategy successfully manages existing feedback, a more private environment is considered to support better understanding and implementation of revisions. H1's systematic and proactive approach demonstrates adaptive efforts to convert verbal feedback, even if brief or ambiguous, into targeted improvement actions.

2) H2 responds to feedback with a structured and mindful approach. H2 starts by carefully analyzing every detail of the feedback, both verbal and written, to ensure a comprehensive understanding of the areas of improvement. When encountering instructions that are ambiguous or require further clarification, H2 proactively seeks a direct dialog with the lecturer. H2 confidence in the lecturer's support in the learning process is revealed in H2 statement, *“I usually ask the lecturer again. As long as we revise according to their guidelines, they won't blame us,”* reflecting H2 trust in this educational collaboration.

After gaining clarity, H2 revised with great discipline, strictly following each lecturer's directions while transforming initial negative

emotions-such as disappointment-into drivers for increased rigor. This emotional and technical transformation resulted in post-revision satisfaction, as H2 admitted, *“After revising according to the lecturer's instructions, I felt satisfied. The assignment that initially felt 'unfinished' became better.”* More than just an improvement tool, H2 views feedback as an essential source of insight in H2 academic journey. H2 described it as an “epiphany” that opened up a new perspective: *“From it, I realized mistakes that I couldn't see on my own. Feedback is like an epiphany.”*

This realization prompted H2 to design a long-term self-development strategy, including intensified reading and regular discussions with lecturers, in order to achieve the maturity of H2 writing, as implied in H2 determination, *“I hope that by studying and discussing more, my writing will become more mature.”*

b. M1 and M2 (students with average grades)

1) M1 responds to feedback with a measurable and solution-oriented methodological approach. When faced with ambiguous input, M1 immediately takes the initiative to ask the lecturer for clarification to ensure the accuracy of the revision, in line with M1 principle of efficiency: *“If there is something I don't understand, I ask right away so that the revision is accurate.”* The revision process is carried out through structured stages: first, M1 focuses on improving the critical

points emphasized by the Lecturer as top priorities, then conducts further discussions if more in-depth explanations are needed.

According to M1, *"I always adjust first, then discuss if further explanation is needed,"* which avoids misunderstandings while maximizing revision time. Additionally, by preserving private notes of errors and their fixes, M1 has created a long-term prevention method that may be used as a self-guided reference to prevent recurrence in subsequent assignments.

M1 commitment to continuous improvement is also reflected in M1 proactive plan—increasing M1 academic reading and making regular consultations with M1 Lecturer part of M1 study routine—aimed at building a solid foundation of understanding of scientific writing standards. This vision is encapsulated in M1 determination, *"I want to be more meticulous and truly understand good writing standards,"* emphasizing the transformation of feedback from mere corrections into empowering learning artifacts.

2) M2 deals with feedback in a practical way that combines cooperation and self-effort. M2 turned his disappointment into enthusiasm to improve the assignment by quickly discussing with classmates and immediately revising M2 work. To make sure the corrections were correct, M2 did not hesitate to ask the lecturer if there was any unclear feedback: *"I made improvements while discussing. If something is not clear, I ask the lecturer."* M2 also

compares the lecturer's suggestions with those of friends in order to see mistakes from different perspectives, as M2 explains: *"With friends, we correct each other. This helps me see mistakes from different perspectives."*

M2 believes that correcting small mistakes little by little will make M2 writing better over time, as per M2 principle: *"By correcting small mistakes, over time the writing will improve. Practice makes perfect."* In the future, M2 plans to practice writing and discussing more often so as not to repeat the same mistakes, she emphasized: *"I want to discuss more often to avoid getting stuck in the same mistakes."*

c. L1 and L2 (Students with the lowest average grades)

1) L1 deals with feedback in a practical and organized manner. First, L1 always makes sure L1 understands by asking the lecturer directly if there is any unclear feedback, because L1 does not want to misunderstand: *"I avoid making assumptions. If there is something ambiguous, I confirm it immediately."* Second, L1 adjusts L1 revision method to L1 busy schedule, sometimes making small changes here and there, and sometimes revising everything at once when L1 has free time. *"I usually adjust my revisions to my schedule, sometimes making changes gradually, and sometimes finishing everything at once."*

L1 also strongly believes that feedback is important to avoid repeating the same mistakes in the future: *“Without corrections from the Lecturer, we can get stuck in the same mistakes over and over again.”* To continue improving L1 writing, L1 has a clear plan: practice diligently and ask for regular evaluations. *“I want to master standard writing norms. The way to do that is to practice diligently and seek evaluations.”*

L2 responded to feedback with a clear collaborative and compliant strategy. First, L2 listened carefully to the Lecturer and immediately made revisions while discussing with L2 friends to ensure that nothing was missed. *“I immediately applied the Lecturer's instructions, then discussed with my friends to make sure nothing was missed,”* explained L2. Second, L2 demonstrates total compliance with the Lecturer's suggestions because L2 believes they are more experienced. *“I fully trust the instructions of my lecturers. They definitely know what is best.”* emphasizes L2.

In addition, L2 views feedback as a student right and feels that providing feedback is the responsibility of the Lecturer. *“Lecturers are obligated to provide feedback. It's proof of their responsibility in guiding us,”* L2 says. To improve L2 writing skills, L2 has a clear development plan: L2 is committed to reading more academic literature, practicing structured writing, and consulting regularly with Lecturers. *“I want my writing to not only be correct but also good,”*



hopes L2. The results of the students' assignments can be seen in the attachment.

## **B. Discussion**

This study aims to understand the dynamics of student-writers' responses to feedback provided by lecturers in the context of academic writing. Using a qualitative approach and narrative investigation methods, data were collected through in-depth interviews and analysis of students' revised documents. In the discussion section, the researcher presents an in-depth description of the findings generated from the data collection and analysis stages. This discussion aims to answer the research questions that have been formulated previously, both general and specific, in accordance with the context of the study. The explanation of the findings focuses on the following research questions as a framework for analysis:

1. What types of feedback do the Student-writers receive?
2. How do Student-writers respond to feedback from lecturers on their writing?

### **1. Types of Feedback Received by Student Writers**

Feedback is an important part of learning. Feedback functions as cognitive scaffolding according to Vygotsky's Zone of Proximal Development (ZPD) theory, whose effectiveness is determined by the level of student competence. The types of feedback are also quite diverse, ranging from the manner of delivery to the type of feedback given by

lecturers to students. The researcher identified three forms of feedback delivery from Lecturers to students:

a. Written feedback (corrective)

Lecturers focus on grammatical correctness, such as accurate tense use and correct conjunction selection, providing special annotations such as "adding '-ed' or '-d' endings to verbs to correct missed past tense errors, or conversely, omitting endings when the context of the sentence requires the present tense," in line with the findings of Wirantaka (2019) who identified written correction as an important component in feedback. At the macro-coherence level, feedback emphasizes the suitability of the content to the scope of the established topic, encourages students to expand the narrative to meet the expectations of the entire topic and guarantees depth of analysis and unity of ideas, such as substantive corrections: *"don't talk about on the plane alone, but also when traveling in Kediri"*. The lecturer corrects the omission of referential attribution (author and year of publication) which is crucial for academic validity and avoids plagiarism, such as feedback: *"you have identified the main idea very well. There is no information about the author and year and also the communication game"* and a special improvement request: *"you should have mentioned the information gap game, the 'Twenty Questions' game, the 'just a minute' game, the 'Call my Bluff' game, and the*

*'Fishbowl' game in the body sentence*". Structural and expression feedback is also provided, with instructions for building cohesive paragraphs and using one's own language in paraphrasing, such as: *"build a one-paragraph summary"* and *"use more of your own words"*, which are aligned with the importance of coherence and originality in academic writing (Halliday & Hasan, 1976; Hyland, 2003). The lecturer's balanced approach between positive reinforcement and constructive correction, in which appreciation of the student's competence (for example, *"this is a very good introduction to the summary, well done!"* or *"you have identified all the examples... Very good"*) balanced with specific improvement suggestions, reflecting the principle of effective feedback that not only evaluates but also motivates and guides improvement (Hattie & Timperley, 2007; Carless, 2022). The provision of this feedback, especially in a digital format with structured annotations, allows a proper assessment of academic substance while preserving the visual integrity of the student's work, and serves as a curatorial guide emphasizing the principles of completeness and analytical depth, similar to the findings of Tejeda & Vasquez (2024) and Suci et al. (2021) regarding the effectiveness of written and dialogical feedback.

In this study, the majority of participants received specific written corrections that focused on technical aspects of writing,

such as grammar and structure. This finding aligns with the findings of Wirantaka (2019), who reported that students receive feedback in various forms, including written corrections and direct responses. These responses are categorised into three types: symbols, annotation notes, and incorrect corrections. Within the theoretical framework of Vygotsky's Zone of Proximal Development (ZPD), this form of feedback functions as technical scaffolding, wherein educators provide structured assistance to students, helping them to rectify micro-errors that fall beyond the scope of their independent capabilities.

In the case of students M2 and L1, who participated in interviews, it was stated that their teachers identified flaws in the margins of their assignments and provided examples of how these could be rectified. This approach was reported to have helped the students to recognize their own errors. Alamsyah's research, which underscores the importance of micro-error correction through direct tactics, aligns with this classification of feedback. The provision of technical feedback has been demonstrated to facilitate the enhancement of students' language awareness and the remediation of specific errors. This process is facilitated by the function of the feedback as a cognitive bridge, which encompasses the identification, clarification and internalization tasks.

b. Verbal feedback

Direct (verbal) feedback is provided in real time to deepen analysis, such as verbal reprimands from lecturers when essays are considered too general, as expressed by H1: “My lecturer said: ‘Add details about the place you are writing about, because your writing is still too general’”. This approach reflects the concept of scaffolding in Vygotsky's ZPD (Wibowo et al., 2025) by providing instant contextual guidance. L2's experience demonstrates a personalised approach: As H1's experience demonstrates, an open approach can be adopted when constructing a coherent paragraph by discussing directly with the lecturer. The lecturer requested that the author provide more detailed information about the description in question, to be delivered to the class. In addition to aligning with Pirhonen's (2016) characterisation of content-based comments, this pattern shifts the emphasis from merely enhancing the writing's technical components to cultivating its content. The provision of verbal feedback, whether in a private capacity or in a public setting such as the classroom, constitutes a pivotal element in the conceptual scaffolding employed in the context of academic writing.

The core mechanism is enabled by real-time scaffolding and conceptual instructions. For instance, H2 provided practical assistance in the creation of the macro framework: The lecturer demonstrated the methodology required to establish a coherent connection between paragraphs 1 and 2, thereby facilitating a seamless progression in the

discourse. Immediate contextual guidance was provided to H1: The lecturer requested that additional information be included regarding the edifice under discussion, particularly with regard to its historical context. Such verbal interventions have been shown to result in significant cognitive changes: The initial stage of the process, designated H1, has been shown to enhance observational abilities. The subsequent stage, designated H2, has been shown to develop independence in argument construction. The final stage, designated L2, has been shown to start to see coherence as an organised system.

The interactive morality of verbal feedback is what makes it so powerful; it allows for immediate clarification, the visualization of abstract ideas through real-world examples, and the adjustment of complexity in response to student replies. Vygotsky's Zone of Proximal Development (ZPD) theory, in which the Lecturer, acting as an expert, constructs complicated knowledge through adaptive conversation, is explicitly reflected in this process. Consequently, verbal criticism fosters the development of a comprehensive academic framework of thinking, in addition to correcting writing.

## **2. Experiences Faced by Students when Receiving Feedback**

Researcher found that students' experiences in receiving feedback varied dynamically based on their level of competence, influenced by complex interactions between psychological factors, the

context in which feedback was given, and the characteristics of the feedback itself.

a. Opinion of Students towards Feedback

Students' opinions of academic feedback are polarized along two main dimensions—learning function and contextual mismatch—with distributions critically influenced by competence levels and feedback quality. On the learning function dimension, positive opinions as a learning tool dominate responses from both high and low groups: H2 views it as “*enlightenment that opens new perspectives*,” H1 acknowledges its ability as a diagnostic tool to “*identify undetected errors*,” and L1 affirms his belief that “*Without corrections from lecturers, we are stuck in repetitive mistakes*,” reflecting Vygotsky’s Zone of Proximal Development (ZPD) theory (Wibowo et al., 2025) of feedback as cognitive scaffolding. The dimension of contextual mismatch related to negative opinions emerges when feedback is ambiguous or does not provide solutions (M1: “*confusion when instructions are unclear*”; H1: “*worried that revisions are still wrong*”), publicly humiliating (H1: “*not the feedback, but being the center of attention*”), or not commensurate with maximum effort (M2: “*feeling that high expectations are shattered*”; L1: “*best effort is not enough*”), reinforcing the findings of Small & Attree (2016) on criticism without solutions. The third

dimension, authority-based opinions, reveals hierarchical imbalances: the lower group (L2) shows absolute trust (*"Lecturers definitely know best"*), while the middle group (M1 & M2) sees it as proof of the lecturers' dedication (M1: *"Lecturers don't just give grades, they read the work"*).

#### b. Challenges in Receiving Feedback

In this study, the researcher found that students face four interdependent challenges in receiving academic feedback.

1) Instructional ambiguity causes uncertainty, The challenge of feedback clarity and uncertainty in its application is a critical issue according to the findings of Small and Attree (2016). Ambiguity of interpretation, teacher workload, psychological discomfort, and difficulty integrating revisions (Fadli & Irawan, 2021) In H1, the lack of written annotations causes confusion in revising the work: *"I often receive direct feedback, but corrective or written feedback is quite rare"*. In contrast, participants who received structured feedback such as M2 experienced increased clarity through a visual annotation system (*"lecturers mark things in red and write notes such as 'this sentence is inaccurate'"*). A similar pattern is seen in M1 which utilizes written corrections as a *"microscopic guide for improving content clarity"*. Solutions require systematic design: (1) tiered sessions (macro-public presentation → micro-small group discussion) to minimize confusion; (2) utilization of visual aids as



a bridge between modes; and (3) peer collaboration to reduce the burden on Lecturers—in line with the findings (Rababah, 2023) on collaborative environments. These findings prove that clarity of instruction—especially through visual markers or concrete examples—reduces ambiguity and facilitates self-revision.

2) Negative emotional response and focus correction Research findings reveal that feedback that only highlights mistakes without an appreciation counterbalance has the potential to trigger negative emotional responses. As small and Attree (2016) identified, an exclusive focus on negative aspects can be detrimental to motivation, especially in low-achieving participants. This is reflected in the experience of L1 who received written corrections focused on technical errors: "*Lecturer correct technical issues such as grammar or inappropriate word choice*". A similar pattern was experienced by M1 although with higher academic achievement, where written feedback was dominant on error correction ("*suggestions such as adding statements to make the content clearer*"). Without an attempt to balance criticism with reinforcement, this approach risks aggravating the recipient's anxiety and vulnerability.

3) Flexibility of interaction methods and contexts The context of giving feedback has a significant effect on the effectiveness of acceptance. Small and Attree (2016) emphasize the importance of

adapting methods to the complexity of the problem, which is confirmed by H2 experience. The combination of oral and written feedback ("*grammar corrections are written in the margins... while improvements to logical flow are explained directly through discussion*") allows for real-time adjustments. This mixed approach overcomes the limitations of purely verbal feedback on L2 ("*Lecturer often directly points out how to improve paragraphs*") which risks being forgotten without written notes. Flexibility is also evident in the strategies of teachers who choose methods based on urgency: oral interactions for time efficiency (H1) and written annotations for precision (M1, L1).

4) Long-Term Reference Function the lack of long—term follow—up guidance-as a challenge small and Attree (2016) identified-is resolved through written feedback that serves as a learning record. M1 recognizes the benefits of repeated revision because "*written feedback facilitates M1's ability to revise repeatedly and use it as a long-term learning reference*". This contrasts with H1 and L2 experiences that rely on verbal feedback, where verbal instructions are susceptible to being lost from memory. Written annotations on L1 tasks ("*serve as a learning record to avoid repeating similar mistakes*") and M2 color-coded systems ("*creates an organized learning pattern*") serve as evidence that written documentation provides a systematic framework for continuous improvement.

d. Responses of Student-Writers to Feedback

a) In high-achieving groups, responses are split between the impact of social context, which triggers emotional vulnerability (H1 experiences anxiety and embarrassment when receiving verbal feedback in public—in line with Dewey's (2002) theory of the subjectivity of learning experiences), and internal cognitive load (H2 feels self-disappointment and perfectionism despite constructive feedback). This pattern confirms the study's key finding that self-expectations are a hidden source of stress, where the pressure to achieve perfection exacerbates affective tension.

b) The middle group showed the most paradoxical psychological dynamics: appreciation for faculty involvement (M1: *"I am happy because the faculty does not just give grades"*) coexisted with anxiety about imperfection that triggered behavioral stagnation. However, effective solutions emerge through collaborative mechanisms that act as catalysts for emotional transformation (M2: *"Discussions... turn feelings of failure into motivation"*), proving the capacity of social support as a balancer of the affective-behavioral dimension.

c) The low group faces fragmented responses: L1 frustration due to repeated technical errors despite maximum effort reflects the failure of cognitive-emotional integration, while L2 emotional shock (*"like being slapped by reality"*) upon realizing unexpected errors activates

a pattern of hasty behavior as a maladaptive coping mechanism. These findings not only reinforce Small & Attree's (2016) study on psychological challenges and power imbalances but also reveal the critical interdependence between cognitive (error perception), affective (anxiety/frustration), and behavioral (structured/hasty revision) dimensions—with social support as the pivot breaking the academic stress cycle.

One highly relevant study *The Next Black Box of Formative Assessment: A Model of the Internal Mechanisms of Feedback Processing* by (Lui & Andrade, 2022), was instrumental in shaping the research. This study explores students' emotional responses to teacher feedback in the context of formative assessment, revealing that positive, clear, and supportive feedback fosters positive emotions such as interest and hope, thereby increasing students' motivation to improve their work. Conversely, unclear or negative feedback can lead to anxiety or disappointment, thereby decreasing motivation. The classroom environment was also found to significantly influence students' emotional responses, highlighting the importance of a comfortable and trusting atmosphere. These findings underscore the importance of providing descriptive and supportive feedback in a positive classroom environment, thereby motivating students to revise and improve their learning outcomes.