

**EXPLORING THE PERCEIVED BENEFITS OF LECTURER-
WRITTEN FORMATIVE FEEDBACK IN DEVELOPING
STUDENTS' WRITING SKILLS**

THESIS

Submitted by

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in Developing Students' Writing Skills**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 29 Mei 2026

Saya yang membuat surat pernyataan,


Muhammad Sayyid Ridha

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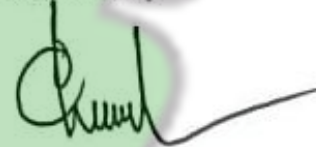
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ABSTRACT

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Writing is a core skill in EFL education, yet many students struggle without effective guidance. Although lecturer-written formative feedback is widely used, students' perceptions of its benefits are underexplored in Indonesian university contexts. This study aimed to explore students' perceptions of lecturer-written formative feedback benefits and identify the most helpful aspects. This qualitative case study involved five English Education students in a Basic Writing Skills course. Data were collected through semi-structured interviews and document analysis, then analyzed using Miles and Huberman's interactive model. Students perceived lecturer-written formative feedback as multidimensional. It helped identify hidden errors, provided multi-level guidance, increased motivation and confidence, promoted planned writing, and supported writer independence. They valued specific, direct feedback focused on higher-order concerns with supportive tone and examples. Effective lecturer-written feedback combines cognitive clarity and affective support. Lecturers should design specific, meaningful, and encouraging feedback to enhance students' writing development in EFL contexts.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Since writing encompasses the development of ideas in original order, complementing factual correctness, and communicative clarity simultaneously in academic contexts (Hattie & Timperley, 2007; Hyland & Hyland, 2006), it is praised as a core component to teach in English language education. Writing in higher education is not only a final product but also built through teaching, responding and revising over time (Hyland & Hyland, 2006). This recursive quality means that what happens during the learning process is so fundamental to the outcome that students often require instructional assistance that can help before the learning is complete rather than after (Hattie & Timperley, 2007). This is why formative feedback has a prominent place in writing instruction, as it allows assessment and improvement of student learning to be tied together on an ongoing basis (Hattie & Timperley, 2007).

Formative feedback is thought to impact on learning by showing learners their current position, progress and what they need to do next in order to reach required levels of performance (Hattie & Timperley, 2007). Such feedback is particularly valuable in writing classrooms because students do not usually work to revision simply by producing a standalone draft without response or guidance (Hyland & Hyland, 2006). Lecturer-written feedback offers students marks and comments that they can read, reflect upon, and put into action when revising (Hyland & Hyland, 2006). Consequently, feedback created by lecturers could play

a dual role in not just rectification but also a soft guidance for writing improvement (Hattie & Timperley, 2007).

Written feedback by a lecturer becomes crucial as English as a Foreign Language students often face challenges with several levels of writing at the same time; grammar, vocabulary, organization and idea elaboration (Hyland & Hyland, 2006) are all focus areas. One of the reasons for these types of challenges is that students tend to rely on others to help them spot weaknesses, together with how best to revise (Carless & Boud, 2018). Written formative feedback given during the writing process deepens students' understanding of expectations and offers clearer pathways for improvement (Hattie & Timperley, 2007). It is important to note that it also turns lecturer-written feedback into a pedagogically useful pedagogical tool in university writing classes (Hyland & Hyland, 2006).

The topic is so central to education that feedback does not automatically work; it must be the right type of message, at the right level and students have to receive, interpret and use it (Hattie & Timperley, 2007). These comments highlight the research on student feedback literacy, which evidence a need for students to be able to receive feedback as well as to synthesize it (Carless & Boud, 2018). Consequently, it cannot be understood without listening to the students themselves — [Feedback benefits cannot be comprehended in full by hearing feedback from one source: The teacher], (Carless & Boud, 2018). Hence, examining perceived benefits can guide our understandings of how lecturer-written formative feedback actually aids writing development (Carless & Boud, 2018; Hyland & Hyland, 2006).

Moreover, written feedback in L2 writing has remained a focal part of teaching practice for decades (Hyland & Hyland, 2006), although the literature does not present it as universally successful across contexts. This indicates that the efficacy of lecturer written feedback may be context, classroom culture and student engagement with the feedback received (Hyland & Hyland, 2006; Carless & Boud, 2018). To this end, investigating the assumed advantages of lecturer written formative feedback is both academically sound and conceptually appropriate within English language teaching (Hattie & Timperley, 2007; Hyland & Hyland, 2006). Based on this review, the current study therefore pinpoints lecturer-generated formative feedback as a pivotal factor in students writing (Hattie & Timperley, 2007; Hyland & Hyland, 2006)

Feedback is often considered a crucial aspect of writing instruction in most English language classrooms (Hyland & Hyland, 2006) as student output is approached as an iterative process where improvement occurs through cycles of production and revision rather than one-time performance. This teaching ideology fits with the perspective that feedback is one of the most potent forms of learning influence, if utilised properly (Hattie & Timperley, 2007). But it does not follow that all feedback practices bring the same benefits in every instructional context. A general discussion about feedback thus needs to be narrowed down to types of feedback along with the proposed educational context (Hyland & Hyland, 2006).

Formative feedback written by lecturers can be viewed as a specific type of formative assessment in that it is an educational response delivered as writing during the learning process which aims to modify skills and understanding prior to

final assessment (Hattie & Timperley, 2007). In second language writing, comments made by lecturers cover grammar, vocabulary, mechanics, cohesion and coherence (Hyland & Hyland, 2006). As written comments possess a permanence that oral turns cannot replicate, and because students can revisit their drafts more ponderously than interactors may be able to in real time, feedback through writing allows the potential for revision that is reduced or lost entirely in spoken exchanges (Hyland & Hyland, 2006). This is why feedback written by another lecturer is assumed to encourage longer-term engagement with improving writing (Hyland & Hyland, 2006).

More broadly, the value of written formative feedback is that it can enable more targeted and precise interpretation of errors, a deeper understanding of writing expectations, informed revision decisions and better self-monitoring in the act of composition (Hattie & Timperley, 2007; Carless & Boud, 2018). Feedback can also promote students as active learners by assisting them to interpret comments and transform this into specific action (Carless & Boud, 2018). You can think of this interaction between receiving feedback and acting on feedback as, the role played by the learner in making the feedback work which is referred to as feedback literacy (Carless & Boud, 2018). Thus, the value of lecturer-written feedback is a property not merely of the comments alone, but also a property of students interacting with those comments (Carless & Boud, 2018).

General concerns of writing quality are not disconnected from broader questions regarding the support offered within academic programs, the role of assessment practice and language development in university EFL settings (Hyland

& Hyland, 2006). Leocadia and Sylvia These students are required to write more sophisticated texts than their predecessors have, but how accessible (and usable) that feedback is will likely determine success (Hattie & Timperley, 2007). If they see written formative feedback as useful, it may prompt them to revise more thoroughly and take stronger ownership of their learning; less so if it is seen as vague or demotivating (Carless & Boud, 2018; Hyland & Hyland, 2006). Qualitative research is a proper approach for studying this general area of feedback (Baxter & Jack, 2008).

Generally, in research on feedback related to education there is some resistance to understand feedback practices as fixed universally effective. (Hattie & Timperley, 2007) Helpful feedback may be from very different things in relation to the tasks, learners, institutional expectations and pedagogy (Hyland & Hyland, 2006). Thus, critiquing the literature on formative feedback written by lecturers requires a focus upon those local conditions in which feedback is created, read and used by students (Baxter & Jack, 2008; Hyland & Hyland, 2006). The current study addresses this gap by exploring the topic based on students' perceived benefits in an English Education context (Baxter & Jack, 2008; Carless & Boud, 2018).

Prior research consistently lists feedback as one of the most salient variables in learning, though effects are state dependent on type, timing, focus, and receiver response (Hattie & Timperley, 2007). According to Hattie and Timperley, feedback is one of the strongest influences on achievement and not all forms of feedback create improvement (Hattie & Timperley, 2007). It clarifies that feedback works best when it is at a task, process and self-regulation level (Hattie & Timperley,

2007) in relation to goals, progress and next steps. This model has established itself as a theoretical basis for explaining why some feedback promote learning better than others (Hattie & Timperley, 2007).

In the area of second language writing, Hyland and Hyland (2006) examine feedback as a key component of ESL and EFL writing instruction and suggest that the research literature has not always shown that feedback plays a positive role in writing development. Their discussion points to the fact that more teacher-written feedback continues to get a broad uptake, but the effectiveness of comments partly revolve around how comments are framed and how students engage with them (Hyland & Hyland, 2006). This literature indicates that teacher feedback should involve more than simply marking errors because it influences students' perception of writing and revision (Hyland & Hyland, 2006). These results lend credence to the importance of studying lecturer-written feedback as a pedagogical dialogue process (Hyland & Hyland, 2006) rather than merely a corrective act.

Studies imply that specificity, clarity and relevance to the revision process will attract students' attention (Carless & Boud, 2018; Zhan, 2016). It is helpful when the student can utilize it in learning and Revision (Nicol & Macfarlane-Dick, 2006).

Studies about students' perceptions of the usefulness of teacher-feedback in writing classes have also shown that written feedback is perceived to be useful because students can re-read it and apply it during revision (Zhan, 2016; Nurhamidah et al., 2024). Following up on this line of research in higher education,

more specific studies have explored the impacts of feedback on student perceptions of writing as a construct and revision behavior (as well as performance) within and across contexts (Wingate, 2010; Nurhamidah et al., 2024). These studies reiterate the rationale for exploring feedback as both a pedagogical practice (Carless & Boud, 2018) and a phenomenon experienced by learners (Zhan, 2016).

Along the same lines, while some research has been conducted in EFL contexts (Hyland & Hyland, 2006; Baxter & Jack, 2008), there is still a need for more context-sensitive qualitative inquiry on what English Education students think about the advantages of lecturer-written formative feedback. While much of the literature describe the functions feedback ought to perform, little research has closely analyzed students' descriptions of how feedback from lecturers is perceived with respect to its usefulness in terms of writing development (Carless & Boud, 2018). This difference is important because perception determines if feedback falls into the category of ignored feedback, misunderstood feedback or feedback that has been adjusted to create a revision and learning action (Carless & Boud, 2018). This means that the current study could add to available research by examining perceived benefits in a particular qualitative context (Baxter & Jack, 2008; Carless & Boud, 2018).

B. Research Questions

This study is guided by qualitative research questions because qualitative inquiry is suitable for exploring participants' meanings and experiences in context rather than measuring variables statistically. The questions are formulated to investigate how students interpret lecturer-written formative feedback and what

benefits they perceive from it in relation to writing development (Carless & Boud, 2018; Hyland & Hyland, 2006). This orientation is appropriate because the study focuses on lived educational experience and contextual understanding. The following research questions are proposed:

1. How do students perceive the benefits of lecturer-written formative feedback in developing their writing skills?
2. What aspects of lecturer-written formative feedback do students find most helpful in improving their writing?

The first question addresses students' overall perceptions of benefit because perceived usefulness is central to whether feedback becomes meaningful for learning. The second question narrows the focus to particular features of feedback, such as clarity, specificity, and actionability, which are important in established feedback theory. Together, these questions provide a coherent frame for investigating lecturer-written formative feedback in writing classes.

F. Research Terminologies

Based on this further research there are 3 terminologies are used:

1. Lecturer-written formative feedback in this study refers to written comments provided by a lecturer during the learning process with the purpose of helping students improve current and future writing performance rather than only judging the final product (Hattie & Timperley, 2007). This definition emphasizes feedback as guidance for improvement and next-step action (Hattie & Timperley, 2007).

2. Perceived benefits refer to the advantages or positive contributions that students believe they gain from receiving lecturer-written formative feedback in writing classes (Carless & Boud, 2018). These benefits may relate to understanding, revision, confidence, strategy use, or writing improvement as experienced by students themselves (Carless & Boud, 2018; Hyland & Hyland, 2006).
3. Writing skills in this study refer to students' ability to produce written texts effectively by managing idea development, organization, language use, grammar, vocabulary, and mechanics in academic writing tasks (Hyland & Hyland, 2006). The term includes both textual quality and the processes used to improve writing through revision (Hyland & Hyland, 2006; Hattie & Timperley, 2007).

C. Research Aims

Based on the Research Questions the main aim of this study are

1. To explore how students perceive the benefits of lecturer-written formative feedback in developing their writing skills.
2. To identify the aspects of lecturer-written formative feedback that students find most helpful in improving their writing.

These aims are consistent with a qualitative design that prioritizes depth of understanding.

D. Significance of the Study

The study seeks to theoretically contribute by expanding the discussion on formative feedback, student feedback literacy and L2 writing progression in a narrow qualitative setting (Hattie & Timperley, 2007; Carless & Boud, 2018; Hyland & Hyland, 2006). This can offer more details of how established feedback theories work in writing learning environments such as English Education where assignment comments written by lecturers are a normal part of the writing process (Hyland & Hyland, 2006). By examining students perceived benefits, the study may also address the missing link between theoretical models of effective feedback and student responses to feedback (Carless & Boud, 2018; Hattie & Timperley, 2007). This makes the study relevant to contemporary feedback scholarship (Carless & Boud, 2018).

In practice, the research may also assist lecturers in writing classes with producing written feedback that is clearer, more usable and more responsive to students' revision needs (Hattie & Timperley, 2007; Hyland & Hyland, 2006). The results may also assist students in becoming more cognizant of how to read for, and utilize feedback productively in relation to drafting and revising (Carless & Boud, 2018). Furthermore, the current study may also make a landmark for further EFL and higher education implementation studies focusing on feedback (Baxter & Jack, 2008; Hyland & Hyland, 2006). As a result, the study has theoretical implications (Baxter & Jack, 2008), pedagogical value and suggestions for future research (Carless & Boud, 2018).

CHAPTER II

LITERATURE REVIEW

A. Formative Feedback in Writing

Feedback can broadly be defined as formative feedback, or feedback that is intended to aid students learn through scaffolded efforts rather than to simply assess final products (Hattie & Timperley, 2007). Formative feedback is particularly necessary within the realm of writing instruction due to the nature of writing itself, which develops over time through repeated cycles of composing, reviewing, and revising (Hyland & Hyland, 2006). This means that students are seeking feedback in the form of indications of weaknesses as well as directions for growth in subsequent drafts (Hattie & Timperley, 2007). Therefore, formative feedback is seen as most frequently a fundamental link between assessment and learning in writing classes (Al-Kefagy, 2022).

Formative feedback on writing is most beneficial when it serves as feedback for learning, or a process of change, and not merely as a judgement of right or wrong (Hattie & Timperley, 2007). Feedback that students cannot respond to does not help them understand how they have performed relative to the standard of writing quality expected (Hattie Timperley, 2007) The writing situation described here is even more complex in an academic writing context because there are multiple levels at which students must revise: content, organization, language use, and coherence (Hyland & Hyland, 2006). In light of this, formative feedback becomes more meaningful when it helps students understand what is to be improved and how improvement can be made explicit (Wingate, 2010).

Of particular relevance to the resulting conclusions from this paper are that the literature suggests that the effect of formative feedback is predicated on its quality and design and not just its existence as an instructional implementation (Hattie & Timperley, 2007). Feedback that is timely, specific, clear in its understanding and actionable is generally much more useful to students than feedback that is vague, delayed in delivery or purely judgmental (Hattie & Timperley, 2007). Comments that indicate what is going well with the text, how much revision is needed, and what type of revision should be made (Hyland & Hyland, 2006) benefit students in writing classes more than vague comments. This embodies the formative principle that feedback should augment learning processes instead of merely indexing performance (Al-Kefagy, 2022).

Another essential aspect of formative feedback is its capacity to trigger reflection and self-regulation in writing (Hattie & Timperley, 2007). As students receive feedback and engage with it, are more efficient in taking charge of their learning, monitoring the learning and making revision decisions (Carless & Boud, 2018). This is particularly important in higher education, where students should develop progressively as independent and intentional writers (Wingate, 2010). This means that although formative feedback is simply a type of teaching method, it is also an approach to promoting self-regulated writing (Carless & Boud, 2018) as being which lays down the basis of behaviour.

Formative feedback is especially beneficial in EFL writing contexts as students are often still mastering both academic and linguistic skills in a non-native language (Al-Kefagy, 2022). Thus, they may need clearer and more explicit

scaffolding than those writing in their first language (Hyland & Hyland, 2006). Studies on the use of formative feedback in EFL context show that if formative feedback is designed purposefully, it can raise students' attention to writing problems, and through revision they can improve their writing step by step (Al-Kefagy, 2022; Wingate, 2010). This makes formative feedback a particularly important area of inquiry when we examine students writing development during their English Education programs (Hyland & Hyland, 2006; Hattie & Timperley, 2007).

B. Lecturer-Written Feedback and Students' Writing Skills

One example will be any form of comments and feedback written by the lecturers on the texts produced by students, which intend to address the quality of writing and direct subsequent re-writing (Hyland & Hyland, 2006). This type of feedback is still widely responded to as a pedagogical method in writing classes, because it enables lecturers to leave comments on students' drafts (Nurhamidah et al., 2024). Written comments can focus on any number of features, including grammar; mechanics; sentence structure; content development; text organization; and the quality of an argument (Hyland & Hyland, 2006). Since these remarks are recorded on the text itself, students can refer back to them during their revision process (Hyland & Hyland, 2006).

The link between feedback from lecturer to student and improvement in writing ability has frequently invoked the notion that students improve when they identify issues in their current drafts and then revise sensibly in response to comments (Hattie & Timperley, 2007). Written feedback that necessarily informs

students in clear and direct terms about weaknesses they need to take care of with respect to the content, structure and language use may help (Nurhamidah et al., 2024). This heightened awareness can help improve revision and ultimately lead to better writing (Nurhamidah et al., 2024; Wingate, 2010). Hence, it is possible that getting feedback written by the students' lecturer not only fixes mistakes, but also helps to promote a new identity for writing and of the approach they take while producing revisions (Hyland & Hyland, 2006).

Feedback from a lecturer or teacher is correlated with enhancement of writing when students implement the comments they receive (Wingate, 2010). Classroom-based and review-based evidence indicates that students who engage with feedback comments may show improvement in areas previously criticised by the lecturer (Wingate 2010; Al-Kefagy, 2022). In addition, some studies have reported writing quality improvement after receiving written feedback from lecturers or teachers (Nurhamidah et al., 2024). These findings underscore that serving consistently and substantively feedback from a lecturer in written form is instrumental to the development of writing skills (Wingate, 2010; Nurhamidah et al., 2024).

Nevertheless, the literature indicates that lecturer written feedback does not result in enhancement for all students (Hyland & Hyland, 2006). Alternatively, students may choose to ignore comments all together (Anderson & Buirski, 2000), believe their lecturer was attempting to bestow criticism but whether or not they achieved how they intended is unclear thus leading to general misunderstanding of the intentions behind feedback (Swan & Ransley, 2014) or solely focus on surface

level corrections and grammar rather than issues with submission argumentation or organisation (Wingate, 2010). This implies that the educational value of written comments is socially constructed and based on students' interpretations and use of those comments, in addition to what lecturers write (Carless & Boud, 2018). Therefore, research on lecturer-written feedback should examine the content of feedback and students' perceptions of its usefulness (Zhan, 2016; Nurhamidah et al., 2024).

In English Education, however, their beliefs may need to be paid even more attention as students are being groomed not just for the language classroom, but also as future educators where academic literacy demands will be needed (Hyland & Hyland, 2006). Competing academic assignments, conducting research and disseminating ideas in professional settings require strong writing skills (Wingate, 2010). If writing-focused feedback responds to students' capacity to gain greater control over writing, then it is an important input for both immediate academic success and longer-term professional development (Wingate, 2010; Nurhamidah et al., 2024). This indicates that lecturer written feedback is a significant subject in the research of writing skills in English Education programs (Hyland & Hyland, 2006; Nurhamidah et al., 2024).

C. Students' Perceived Benefits Towards Feedback

Perceived Benefits of Feedback are the benefits that students perceive they will achieve from feedback (Carless & Boud, 2018). These may range from increased error awareness, better understanding of expectations to greater

confidence and a more robust capacity for revision (Zhan, 2016; Hyland & Hyland, 2006). This is important because feedback only becomes useful when students see its value and actively engage with it (Carless & Boud, 2018). Thus, these perceived benefits are not peripheral to feedback practice but crucial to its impact (Carless & Boud, 2018).

Studies of academic writing contexts indicate that students' utilization of feedback is influenced by motivation, self-image, emotional response to receiving comments, and comprehension of the comments or suggestions made (Wingate, 2010). Feedback is perceived as constructive and actionable, students are more likely to actively engage in revision (Wingate, 2010). In contrast, students for whom feedback is confusing, critical or hard to act on may be less engaged with it (Carless & Boud 2018). This shows that feedback is an important arena where cognitive and affective dimensions of learning are closely interwoven (Carless & Boud, 2018; Wingate, 2010).

Perceived benefits in EFL writing may be particularly relevant, as students always need some support from their lecturer (Hyland & Hyland, 2006) in order to understand language-relevant and rhetorical concerns in their writing. This is important because positive comments students receive from a lecturer when they write feedback are perceived to be helpful in the deep-thinking process of revision and the confidence in future writing (Al-Kefagy, 2022). From this perspective, perceived benefits may be used as cues to determine whether feedback is facilitating authentic learning or merely delivered due to a performative obligation (Zhan, 2016; Carless & Boud, 2018). As such, examining students encounters with

academic responsibility offers a fruitful angle from which to analyse the pedagogic benefits of lecturer-written feedback (Carless & Boud, 2018).

Moreover, feedback literacy has meanings for teaching practice in that it highlights how lecturers are not only responsible for comments but also for preparing students to interpret and utilise them (Carless & Boud 2018). This could entail designing more clear comments, deliberating on revision strategies and prompting students to reflect upon their responsiveness to feedback (Carless & Boud, 2018). This approach acknowledges the relational and developmental nature of effective feedback as opposed to merely a transmissive one (Carless & Boud, 2018). Consequently, literature on perceived value and feedback literacy provides valuable theoretical grounding for the current research (Carless & Boud, 2018).

D. Synthesis of Related Studies

As noted in the literature reviews above, any writing development is highly dependent on formative feedback given since it connects assessment with improvement over time (Hattie & Timperley, 2007; Hyland & Hyland, 2006). It further indicates that lecturer-written feedback is still the predominant writing classroom pedagogical practice owing to its prominent position, revisability and direct link to student texts (Hyland & Hyland, 2006; Nurhamidah et al., 2024). At the same time literature is clear on feedback not being intrinsically helpful, absent students' meaningful engagement with it (Carless & Boud, 2018; Wingate, 2010). This indicates that the study of lecturer written feedback should consider both student perception and instructional design (Carless & Boud 2018). More recent work confirms that many EFL learners also find written corrective feedback useful

as it draws their attention to errors and helps them improve drafts (Aluf, 2024; Ulfira, 2024).

Recent research has broadened the discourse beyond quality of feedback to preferences in, and volume of feedback. Rasool et al. Written corrective feedback that is easy to understand, specific and taking actionability into account have been found to be valued by students (Rasool et al., 2024) while a recent study regarding the quantity of written corrective feedback indicated that learners do not always welcome avoid excessive correction but may prefer moderation (Sciencedirect, 2025).

A further pattern of research in the literature is that writing benefit relies not only upon receiving comments on drafts but also writing again in response to those comments (Wingate, 2010). Research shows that students who put feedback to good use are then likely to improve in the aspects of their work that have been criticized, whereas students who ignore comments will tend to repeat the same mistakes (Wingate, 2010; Al-Kefagy, 2022). This underscores the importance of identifying what would render lecturer written feedback useful from a learner perspective (Carless & Boud, 2018). It further strengthens the importance of perceived outcomes in writing instruction studies (Zhan, 2016; Nurhamidah et al., 2024).

The recent wave of studies points out that positive perception to feedback is not synonymous with good writing achievement. In one study, the research found that teacher feedback and students' writing achievement were only weakly correlated, suggesting that mere perception does not improve performance on an objective assessment (Judek, 2025).

However, there is a scarcity of qualitative studies investigating students' perception on the significance or advantages they gained from receiving lecturer-written formative feedback in some English Education subjects (Hyland & Hyland, 2006; Baxter & Jack, 2008).

While many studies provide conceptual rationales for the benefits of feedback or quantify its effects, fewer describe how students themselves perceive lecturer-written comments to be useful (Carless & Boud, 2018). This gap is significant as students' perceptions can influence the extent to which they engage with feedback, revise work and ultimately improve (Wingate, 2010; Carless & Boud, 2018). The current research attempts to fill this gap by investigating students' perceptions qualitatively (Baxter & Jack, 2008).

In another recent study Salami and Khadawardi (2022) have shown that students' perception of written corrective feedback is also determined by clarity, timing and the possibility to respond to comments (Rasool et al, 2024). Similarly, written feedback is valuable in blended and online environments because students can review comments multiple times on their own by going back to look at them again as often as they like (JoEELE, 2023; Salami & Khadawardi, 2022). By comparing teachers' and students' perceptions of written corrective feedback on grammatical error, a similar study has also shown that both groups do appreciate feedback, yet may not consider the same strategies desirable (Jodaie et al., 2011). This indicates that feedback being effective is not just about having comments but also whether the comments correspond with what learners expect (Jodaie et al., 2011; Carless & Boud, 2018).

In sum, the literature suggests that lecturer-written formative feedback is one of the primary factors in positively influencing writing development; however, this value is contingent upon student understanding and engagement with the comments they receive (Hattie & Timperley, 2007; Carless & Boud, 2018; Hyland & Hyland, 2006).

Hence, perceived benefits is an essential and relevant focus for higher education writing classes research (Carless & Boud, 2018). The developed literature therefore provides the theoretical basis as well as empirical support for viewing lecturer written formative feedback in relation to students writing skills (Hyland & Hyland, 2006; Wingate, 2010).

Although there is evidence in the literature that teacher written feedback may help students develop writing and that learners tend to view such feedback positively, most research has investigated feedback amidst a more general context of writing class not a specific, university-level Basic Skills Language class. Furthermore, the current literature has largely examined feedback as a standalone concept or its correlation with writing performance, rather than looking at students' perceptions on the benefits of lecturer-written formative feedback (LWF) .

Additionally, previous research has often focused on teacher feedback in academic writing, essay writing or blended-learning environments but little is known about how first-year or foundation year students enrolled in a Basic Skills Language course experience and make sense of elicited lecturer-written formative feedback. This matters because students at the basic-skills level may have very

different needs, writing competence, and expectations from feedback than students in advanced writing classes.

Hence the current study seeks to fill this gap by examining university students' perceptions of the benefits gained from formative feedback presented in script written directly on their essays (lecturer-written formative essay feedback), and how they understand, use and derive benefit from such writing feedback form towards improving their writing skills. Doing so, the study is expected to yield a more contextually relevant contribution to formative feedback and fluency in English as Foreign Language composition.

The extent of this exploration in context informs the research methodology used in the next chapter.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Plan

Given its focus on exploring in depth the perceived benefits of students from lecturer-written formative feedback within a specific educational context, this study uses a qualitative case study design. According to Baxter & Jack (2008), qualitative case studies are appropriate when researchers want to explore a contemporary phenomenon in its real-life context, and when the boundary between the phenomenon and context is not clear. However, the cases in this study are delimited by English Education students who receive written formative feedback from their lecturers in writing classes. This makes this design appropriate for exploring how students understand and experience feedback in terms of the development of their writing skills (Baxter & Jack, 2008; Hyland & Hyland, 2006).

Similarly, the third criterion for choice of a qualitative approach is attributed to research problem nature which aims for perception, meaning, and experience instead of numbers (Baxter & Jack, 2008). Because the study attempts to shed light on student interpretation of benefit and implementation of feedback in the revision stages, a qualitative inquiry approach allows for more fluidity needed to collect expansive, contextualized data (Baxter & Jack, 2008). This enables the study to provide rich outlines of diverse nuances and facets of students' voices, reactions and readings of the comments written by lecturers (Carless & Boud, 2018). Thus,

qualitative case study design seems to be the optimum research design for tackling the research questions of this study.

B. Research Participants

Participants were purposively sampled against three criteria. One, the students had to take place in the English Basic Skills class as this is one of the language skills that being taught. Second, participants must be receiving written formative feedback from their lecturer on writing tasks. Thirdly, five students who received the greatest amount of written formative feedback from the lecturer were chosen for the study because their experience might have been most relevant to this research. Participants are selected on the basis that they have received written comments from their lecturers about their writing assignments and also, for having worked on revision of their work in light of feedback (Hyland & Hyland, 2006). Typically, these participants describe how they make sense of the feedback that was written by their lecturers and what value they perceive from it as well as descriptions of usage in helping improve drafts (Carless & Boud, 2018). Since qualitative research is more focused on depth rather than breadth (Baxter & Jack, 2008), your sample size is quite small. This enables the researcher to explore each participant experience closely and gain a greater understanding of the case (Baxter & Jack, 2008).

C. Method and Instrument for Data Collection

The data are obtained in this study by semi-structured interviews (Baxter & Jack, 2008). Initially, the researcher obtains consent from the institution unless they

are engaging in total observer research, the lecturer and participants before conducting research and accessing writing materials. Secondly, the researcher recruits' students who fit into the selection criteria and invites them to voluntarily participate in the research. Third, the researcher gathers AND then performs a series of interviews analyzing how students understand/interpret and use lecturer-written formative feedback in developing their writing (Baxter & Jack, 2008; Hyland & Hyland, 2006).

The semi-structured interviews were undertaken as they provide participants with the opportunity to elaborate but also allows researchers to keep relevant focus on the themes for their study (Baxter & Jack, 2008). The students describe the nature of feedback they receive from their lecturers, its benefits and challenges (Carless & Boud 2018), and how they revise their writing in relation to that feedback during these interviews. All interviews are audio-recorded with the permission of participants and subsequently transcribed, where necessary, in order to retain the authenticity of data (Baxter & Jack, 2008).

This paper focuses on a semi-structured interview instrument of 10 items that can be used in the out with context. Questions are created by referring to previous research, asking students about the experience of some written formative feedback from a lecturer such as what sort of feedback has, they received, in what ways does it help them, face challenges when they receive that feedback and how do they use it further with their writing tasks. Also, probing questions are prepped

to aid the researcher in gaining deeper and more detailed responses from the interviewees.

Table 3.1 Interview Questions Based on Research Questions

The following table presents the interview questions developed based on the research questions of this study.

No.	Research Aspect	Interview Question	Purpose
1	Students' perceived benefits of lecturer-written formative feedback	1. How do you perceive the benefits of lecturer-written formative feedback in developing your writing skills?	To explore students' general perceptions of the benefits of lecturer-written formative feedback.
		2. How does lecturer-written formative feedback help you improve your writing skills?	To understand the contribution of lecturer-written formative feedback to students' writing development.
		3. How does lecturer-written formative feedback influence your motivation to improve your writing?	To examine the motivational effect of lecturer-written formative feedback.
		4. How do you usually respond after receiving lecturer-written comments on your writing?	To identify students' responses to lecturer-written formative feedback.
		5. How has lecturer-written formative feedback changed the	To explore how feedback influences students'

No.	Research Aspect	Interview Question	Purpose
		way you approach writing tasks?	writing behaviour and learning process.
		6. Do you think lecturer-written formative feedback helps you become a more independent writer? Why or why not?	To investigate whether feedback supports students' autonomy in writing.
		7. In what ways has lecturer-written formative feedback affected your confidence in writing?	To understand the impact of feedback on students' confidence.
		8. What aspects of lecturer-written formative feedback do you find most helpful in improving your writing?	To identify the aspects of feedback that students consider most useful.
2.	The most helpful aspects of lecturer-written formative feedback	9. Which features of the lecturer's written feedback are easiest for you to understand, and why?	To determine which features of feedback are most understandable for students.
		10. In what ways does the feedback support you in revising your writing?	To examine how feedback supports students during the revision process.

3.1 Interview Questions 1

D. Methods of Data Analysis

Research data is analyzed based on Miles and Huberman model of qualitative data analysis which consist three stages those are: data reduction, data display, and the conclusion drawing/verification. This model was picked because it offers a structured and orderly system for qualitative data analysis specifically interview data. Since this study focuses on some of the ways students perceive their writing drafts, along with evidence found in those writings, it is a model deemed appropriate to identify trends compare responses and draw meanings from data. Coding and thematic grouping will allow for data to be coded into categories relating the perceived gains of formative feedback written by a lecturer. This model is appropriate for discovering patterns in the students' writing drafts and comparing their responses to make sense of what the evidence means (Miles & Huberman, 1994; Miles, Huberman, & Saldaña, 2014). During the reduction process, data were coded and grouped it thematically based on categories reflecting the perceived benefits of lecturer-written formative feedback (Miles & Huberman, 1994; Miles et al., 2014).

During data reduction, the researcher read each transcript for every interview and. The researcher used only relevant data to the research questions while discarding information that would not serve to bolster the study. The chosen data was coded in order to find the key ideas, commonly made comments and notable expressions of the participants. The subsequent steps, combined for the codes into wider category & themes to reduce data while retaining its core meaning. This step gave the researcher a lens through which to examine the more critical aspects of

students' experiences in receiving and utilizing lecturer written formative feedback (Miles & Huberman, 1994; Miles et al., 2014).

The data display stage aimed to reduce the mass of information into descriptive summaries and tables for better visualization of the patterns. The provision of the format for individual responses ensured that this would allow easier comparisons and identification of potential similarities or differences in perception across participants. For example, she might use comparison across students' descriptions of feedback usefulness, types of revisions they made and how feedback affected their writing development. Another benefit of the data display was to enable the researcher to connect the interview findings with those from documentary evidence (interview results). This made the analysis increasingly interpretable and briefer, being predominantly attuned to the common themes emerging from the data (Miles & Huberman 1994; Miles et al. 2013).

At the final step, the researcher summarized their findings and validated them against the data set. Following Braun and Clarke (2006), the resultant themes were then thoroughly checked against the interview transcripts to ensure that the findings had sufficient data to support them. This verification was essential, because qualitative conclusions ought to be based on the data instead of just intuitive assertion. This has directly provided the researcher with credible evidence from which to develop valid conclusions regarding lecturer-written formative feedback, particularly concerning students' error awareness and revision ability, confidence, and improved writing. Generally, the model by Miles and Huberman guided this

researcher through an organized, constant-comparative approach for analyzing the data according to goals set by this study (Miles & Huberman, 1994; Miles et al., 2014).

E. Validation of Research Findings

To ensure the trustworthiness of the findings, the researcher employed member checking as the primary validation technique. Member checking is considered one of the most important strategies for establishing credibility in qualitative research (Lincoln & Guba, 1985; Creswell & Poth, 2018).

After the interviews were transcribed and initial analysis was completed, the researcher returned summaries of the interview transcripts along with the researcher's preliminary interpretations to each participant. Participants were asked to review the summaries, confirm the accuracy of the data, and provide feedback if they felt any part of the interpretation did not reflect their intended meaning. This process allowed participants to clarify, correct, or elaborate on their responses. The feedback obtained from member checking was then used to refine and strengthen the final findings.

By involving participants in verifying the data and interpretations, the researcher aimed to minimize researcher bias and ensure that the findings accurately represented the participants' perspectives and experiences (Shenton, 2004).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the study based on the data collected from five participants through semi-structured interviews. The presentation is organized directly around the two research questions to provide clear and focused answers. The analysis follows the Miles and Huberman (1994) interactive model of qualitative data analysis, consisting of data reduction, data display, and conclusion drawing/verification. All participant names have been anonymized as P1 to P5 in accordance with ethical considerations and previous guidance.

A. Findings

This section presents findings organized according to the two research questions using the Miles & Huberman Model explicitly demonstrating the three analytical stages: (1) Data Reduction, (2) Data Display, and (3) Conclusion Drawing/Verification. This approach provides systematic, organized presentation of qualitative findings suitable for academic thesis contexts. These are the findings the researcher found after analyzing the data.

1. Students' Perceived Benefit Toward Lecturer-Written Formative Feedback

Lecturer-written formative feedback in the EFL Basic Writing Skills course at Ar-Raniry State Islamic University is experienced by students as a multi-dimensional pedagogical tool. It not only helps them identify and correct errors but also guides improvement, builds confidence, transforms writing habits, and fosters

independence. The most valued feedback is specific, explanatory, supportive, and balanced between lower- and higher-order concerns.

a. Feedback as Error Identification and Awareness Tool

The findings from the data reduction stage show that formative feedback serves as a powerful diagnostic mechanism, enabling students to recognize both linguistic and content-related gaps that would otherwise remain invisible. In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly highlight feedback's role in surfacing errors and shortcomings.

P1: "Formative feedback from the lecturer is very beneficial because it helps me identify errors and shortcomings in my writing. With the comments and suggestions provided, I can improve the quality of my writing and gradually enhance my writing abilities."

While P1 valued the broad identification of general "shortcomings" to improve overall quality, the focus shifted with P2 toward a more localized diagnostic requirement. P2 emphasized the importance of pinpointing the "detail" and exact "location" of mistakes to facilitate a targeted correction process.

P2: "The benefit is that I can clearly and in detail identify where the mistakes are in my writing through the lecturer's comments, so I can focus on correcting them."

The transition from P2's focus on error location led to P3's realization of higher-order structural and logical failures. P3 perceived feedback as a tool for identifying conceptual disorganization and weak argumentation—specifically regarding the focus of a problem background—which had remained invisible to the student prior to the lecturer's intervention.

P3: “Very important and highly beneficial. Without the lecturer's comments, I was often unaware that my writing was still disorganized or that my arguments were not strong enough—for instance, when the lecturer pointed out that my problem background lacked focus.”

Contrastingly, while P3 concerned themselves with organizational logic, P4 viewed feedback as an essential requirement for content clarification. This participant valued the lecturer's ability to help the writer understand the substantive content of their own work more deeply through directed inquiries.

P4: “Very important because the lecturer points out which parts need to be clarified. The lecturer helps me understand the content of my writing more deeply.”

From P4's emphasis on conceptual depth, P5 moved toward the practical application of feedback in the development of ideas. For P5, the identification of errors was intrinsically tied to the outcome of achieving a "clearer" final product through the refinement of idea development based on lecturer suggestions.

P5: “In my opinion, the lecturer's feedback is very beneficial because it helps me identify errors and shortcomings. For example, after improving the way I

develop ideas according to the lecturer's suggestions, my writing became much clearer."

The findings for this theme indicated that feedback serves as an illuminative tool that equips students with the awareness necessary for revision. This aligns with Hattie and Timperley's (2007) model, specifically the "feedback" and "feed up" components. Feedback provides students with a clear understanding of their current performance relative to academic standards, making the "invisible" gaps in their linguistic and metalinguistic awareness visible and actionable.

b. Feedback as Guidance for Improvement and Next Steps

The findings from the data reduction stage show that feedback provides multi-level, scaffolded guidance that addresses both lower-order concerns (such as grammar, punctuation, and sentence construction) and higher-order concerns (such as idea development, text flow, and argument quality). In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly highlight concrete improvements in writing.

P1: "Feedback helps me understand important aspects such as grammar, paragraph structure, word choice, and idea development. For example, I improved my punctuation use, clarified ambiguous sentences, and arranged paragraphs more structurally according to the lecturer's suggestions."

P1 utilized feedback to address technical refinements like punctuation and sentence clarity. In contrast, P2 described a broader process-oriented improvement,

utilizing feedback to navigate the abstract challenges of topic selection and ensuring the overall "flow" of the text was appropriate.

P2: "I experienced improvement in determining ideas, finding topics, solving problems, and ensuring the flow of the text I write is appropriate."

The shift from P2's focus on text flow moved toward P3's concern with stylistic efficiency. For P3, the guidance facilitated a linguistic shift from "long and winding" sentences toward a more concise and academic prose style.

P3: "I was assisted through detailed corrections and additional references. My sentences used to be long and winding; now I write much more concisely, briefly, and clearly."

While P3 focused on refining an established style, P4 approached feedback from the perspective of a beginner. For this participant, the primary benefit of the guidance was mastering the foundational "construction" of effective and clear sentences.

P4: "Very helpful for beginners like me, especially in improving sentence construction. My sentences used to be ineffective; now I can control them to be more concise and clear."

The foundational control mentioned by P4 led to P5's more systematic attention to organization. P5 utilized feedback to bridge the gap between recognizing a needed correction and applying it to create a more organized paragraph structure.

P5: “It helps me understand which parts need to be corrected. I began to pay more attention to grammar, vocabulary, and paragraph structure to make them more organized.”

These findings illustrate the "feed forward" aspect of Hattie and Timperley's (2007) model. By providing specific directions for the next steps, the lecturer helped students navigate the Zone of Proximal Development (Vygotsky, 1978). As suggested by Hyland and Hyland (2006), these comments allowed students to bridge the gap between their current linguistic competence and the sophisticated demands of academic writing.

c. Feedback's Role in Building Writing Confidence and Motivation

The findings from the data reduction stage show that the affective dimension of formative feedback emerges as a critical factor in students' engagement and persistence. In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly highlight how feedback builds motivation and reduces anxiety.

P1: “Feedback makes me more motivated because I know which parts need to be improved and how to improve them. I consider it an opportunity to learn, not as discouraging criticism.”

P1's perspective framed feedback as a growth opportunity. This sentiment was echoed by P2, who translated this mindset into a sense of enthusiasm specifically for future skill training and long-term improvement.

P2: “I become more enthusiastic to improve and train my writing skills to become better in the future.”

However, the general enthusiasm of P2 was contrasted by the conditional motivation of P3. For P3, the motivational benefit was highly dependent on the tone and "solutivity" of the lecturer's language; corrections perceived as "curt" or lacking clear explanation led to the student feeling disheartened.

P3: “The impact is quite significant. If the comments are solution-oriented, I am enthusiastic about revising. However, I can feel disheartened if there are too many corrections without clear explanations, or if the lecturer's language sounds curt.”

While P3 highlighted the individual emotional response to tone, P4 shifted the perspective to a communal benefit. P4 viewed the feedback not just as personal correction but as a shared learning experience that benefited the entire student group.

P4: “This feedback triggers my enthusiasm because I feel the input is not only for me personally but also a form of communal learning for the whole group.”

The communal aspect mentioned by P4 was balanced by P5's personal connection with the instructor. P5 derived motivation from the feeling of being "noticed," perceiving the lecturer's corrections as an acknowledgment of the student's effort and attention.

P5: “It usually makes me more motivated because I feel the lecturer pays attention to my efforts. Although sometimes disappointed when there are many corrections, I see it as a learning opportunity.”

The affective findings highlighted the importance of feedback literacy (Carless & Boud, 2018). The emotional engagement of students determined whether feedback was ignored or utilized. Constructive and supportive comments reduced writing anxiety and fostered the self-efficacy required for iterative revision.

d. Feedback as Catalyst for Writing Process Change

The findings from the data reduction stage show that feedback acts as a powerful catalyst for transforming students’ writing behaviors, shifting them from impulsive, unplanned, last-minute writing to more deliberate, outline-based, and multi-draft approaches. In the data display stage, participants’ responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly highlight the shift toward planned writing.

P1: “Feedback makes me more careful and planned. Now I create a framework or outline first so that the ideas I write are more organized and easy to understand.”

P1 emphasized structural planning via frameworks. P2, meanwhile, linked this behavioral shift to an increase in care regarding technical accuracy, specifically grammar, which was previously a secondary concern for the student.

P2: “Before, my grammar was still messy and I did not care much. But after receiving comments, I pay more attention to grammar and am more careful in writing.”

The care mentioned by P2 was expanded upon by P3, who described a total rejection of the "SKS" (Sistem Kebut Semalam) or "last-minute writing system." P3 replaced these impulsive habits with a structured outline approach directly prompted by previous feedback.

P3: “Changed significantly. Before, I used the last-minute writing system without any framework. Now it is more planned—I create an outline first.”

P3’s procedural shift led to P4’s realization of academic standards. P4 described a "measured" approach to planning that was based on an internalized understanding of the standards the lecturer expected in the final product.

P4: “Now I am more planned because I already know the standards the lecturer expects. I have become more measured in planning what I will write.”

This adherence to standards culminated in P5’s iterative process. P5 described a new habit of creating a framework and re-checking the writing to minimize errors before final submission.

P5: “Before, I often wrote directly without any planning. Now I am more organized—I create a framework first and check my writing again before submitting it.”

These findings illustrated the internalization of feedback as a form of self-regulated learning (Zimmerman, 2002). Students modified their entire composing process to align with academic standards, moving away from culturally ingrained habits like SKS toward disciplined academic planning.

e. Development of Writer Independence and Self-Monitoring

The findings from the data reduction stage show that repeated exposure to patterned feedback trains students to internalize academic writing standards and apply them independently—a process described by Carless and Boud (2018) as the development of feedback literacy. In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly highlight the shift toward autonomy.

P1: “Yes, feedback helps me become more independent. I learn to recognize my own mistakes and correct them without always having to rely on others.”

P1 claimed a high level of independence. However, P2 represented a state of partial autonomy, noting that while they felt more independent, they still valued the validation of the lecturer or peers to ensure a "zero error" final draft.

P2: “I feel more independent, but sometimes I still need help from the lecturer or friends to make sure there are no more errors in my final revision.”

The journey toward independence for P3 was characterized by pattern recognition. Through recurring feedback, P3 learned to anticipate specific, habitual mistakes before they occurred in new assignments.

P3: “Yes, the comments help me become more independent over time. Because I often receive corrections on the same recurring patterns, I can now anticipate those mistakes myself in new assignments.”

P3’s pattern recognition aligned with P4’s habituation to standards. P4 suggested that being frequently informed of correct writing standards allowed the student to become accustomed to them and begin relying on their own abilities.

P4: “Very helpful because I am frequently informed about correct writing standards, so I become accustomed to them and start relying on my own abilities.”

Finally, P5 connected this reliance on standards back to a feeling of confidence. For P5, the ability to recognize mistakes independently reduced the need for external help and validated their growth as an autonomous writer.

P5: “Very helpful because I begin to recognize my own mistakes without always having to ask for help from others. I become more confident in correcting my writing independently.”

The development of feedback literacy (Carless & Boud, 2018) was evident as students moved from a state of dependence on the lecturer to autonomous self-monitoring. This transition marked the shift from novice status to becoming a competent academic writer.

Repeated exposure to patterned feedback trains students to internalize academic writing standards and apply them independently—a process described by Carless and Boud (2018) as the development of feedback literacy. The participants’

responses reveal a developmental spectrum: while P2 still occasionally seeks external validation, others like P3 and P5 demonstrate strong anticipatory self-correction, having learned to recognize and preempt recurring errors. P4 and P1 also report increased reliance on their own abilities, indicating a shift from dependence to autonomy.

This progression represents the ultimate pedagogical goal of feedback—not merely to fix errors but to cultivate self-regulating, autonomous writers capable of sustained improvement beyond the classroom. In the EFL context, where students may initially lack confidence and self-awareness, the journey toward independence is especially significant, marking a transition from novice to competent academic writers.

2. Aspects of Lecturer-Written Formative Feedback Students Find Most Helpful

The findings from the data reduction stage show that students consistently value certain characteristics of lecturer-written formative feedback that make it most helpful for improving their writing. In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these characteristics are seen as essential for clarity, efficiency, and deeper learning.

a. Specificity and Directness—Clear Location of Problems

The findings from the data reduction stage show that specificity and directness are universally valued by participants as essential features of effective

feedback. In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly emphasize the value of clear location marking.

P1: "The most easily understood feedback is comments that directly point to the part that needs improvement and provide examples of how to correct it."

P1 highlighted the value of direct pointers and examples. P2 built on this by emphasizing visual cues, such as "underlining," which prevented the student from "searching confusedly" for the intended error.

P2: "The easiest feature is when the lecturer directly revises and underlines the error location so that I no longer have to search confusedly for the wrong part."

The visual cues preferred by P2 were identified by P3 as "direct indications." These indications were perceived as helpful because they led to a better understanding of what required improvement.

P3: "Direct comments that point to the problematic part. Because it is directly indicated, I understand better what needs to be improved."

While P3 valued the identification of where the error was located, P4 demanded the "why." This participant found simple directives insufficient and valued feedback that included academic reasoning to explain the necessity of a change.

P4: "Explanations that include clear academic reasoning. I do not like it when I am only given instructions without being told why that part must be changed."

The need for reasoning expressed by P4 was complemented by P5's preference for specific feedback accompanied by examples. For P5, the combination of location and example provided an immediate pathway for correction.

P5: "Specific feedback accompanied by examples. With examples, I can immediately know what needs to be corrected and how to do it."

As argued by Hyland and Hyland (2006), localized and specific feedback is superior to global comments because it reduces cognitive overload. Directness made the feedback more usable and encouraged more thorough revision.

Specificity and directness are universally valued by participants as essential features of effective feedback. Vague or decontextualized feedback creates cognitive overload and hinders revision, while specific, located feedback reduces ambiguity and enables targeted correction (Hyland & Hyland, 2006). P1, P2, and P3 particularly appreciate feedback that marks the exact location of errors—through underlining, direct comments, or annotations—making the revision process more efficient and less frustrating. P4 and P5 further emphasize the importance of accompanying explanations and examples, which not only clarify what needs to be changed but also why and how.

This suggests that the most effective feedback combines precise location marking with brief explanatory notes and exemplification. For EFL writing classrooms, this has clear pedagogical implications: feedback should be designed

to minimize ambiguity, provide concrete direction, and support students' understanding with reasoning and models.

b. Content Focus—Balance Between Lower- and Higher-Order Concerns

The findings from the data reduction stage show that the distribution of preferences across lower- and higher-order concerns reveals a sophisticated awareness among participants. In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly highlight the importance of idea development and argumentation.

P1: "Comments about grammar, sentence structure, and paragraph organization are the most helpful because they make my writing clearer and in line with good writing conventions."

P1 prioritized lower-order concerns such as grammar and paragraph organization. Conversely, P2 shifted the focus toward higher-order concerns, viewing ideas as the "core of thought" in writing.

P2: "I prefer comments about ideas—such as how to convey or integrate ideas with other ideas—because ideas are the core of thought in writing."

Building on P2's interest in ideas, P3 expressed a need for the lecturer's perspective on the "logic flow of thinking." P3 recognized that the instructor possessed a deeper understanding of what constituted a strong academic argument.

P3: “Comments about text structure, idea development, and argumentation. For the logic flow of thinking, I really need the lecturer’s perspective because they better understand what constitutes a strong argument.”

While P3 sought logical validation, P4 valued feedback that deepened the substance of the writing. For P4, feedback focusing on idea development made the content more "substantive and meaningful."

P4: “Comments that go into idea development. This makes the content of the writing more substantive and meaningful.”

This emphasis on substance led back to P5’s preference for structural logic. P5 utilized feedback on idea development to arrange the writing in a way that was both logical and easy for the reader to understand.

P5: “Comments about writing structure and idea development because they help me arrange writing that is logical and easy to understand.”

These responses indicated that as students matured, their focus moved from surface-level accuracy toward the sophisticated domains of argumentation and content. This evolution aligned with Hyland and Hyland’s (2006) observation that effective feedback must eventually address higher-order concerns to facilitate true writing development.

c. Exemplification and Explanation—Models and Academic Reasoning

The findings from the data reduction stage show that examples and academic explanations in feedback are highly valued for supporting deeper

learning. In the data display stage, participants' responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly emphasize the value of models and reasoning.

P1: "The most easily understood feedback is comments that directly show the part that needs improvement and provide examples of how to correct it."

P1 valued the immediate utility of examples. P2 added that direct revisions by the lecturer were essential for removing confusion during the correction process.

P2: "When the lecturer directly revises and underlines the error location, so I am not confused when searching for the problematic part."

For P3, these corrections and examples functioned as a "map" or guide. P3 often referred back to these "small notes" from previous mistakes as reminders during the revision of new assignments.

P3: "Feedback acts as a map or main guide. I usually open small notes or highlights from previous mistakes as reminders when revising."

The "map" described by P3 required the "academic reasoning" requested by P4. P4 explicitly rejected simple directives, preferring to understand the underlying principles of why a part of the text should be changed.

P4: "Explanations that include clear academic reasoning. I do not like it when I am only given directives without being told why that part should be changed."

Finally, P5 combined these needs, stating that examples allowed for immediate knowledge of how to perform a correction.

P5: “Specific feedback accompanied by examples. With examples, I can immediately know what needs to be corrected and how to do it.”

Examples and academic explanations in feedback are highly valued for supporting deeper learning. P4’s strong preference for academic reasoning reflects a desire not only to correct errors but to understand the principles behind them—a hallmark of deep learning. Hattie and Timperley (2007) emphasize the “feed forward” function of feedback, where exemplification supports the transfer of learning to future tasks. P3’s metaphor of feedback as “a map” illustrates how annotated feedback becomes a persistent reference tool, extending its impact beyond the immediate revision.

The combination of example, explanation, and location annotation emerges as the most effective feedback formula, enabling students to internalize standards and apply them independently in future writing. This synthesis confirmed that the “feed forward” function of feedback (Hattie & Timperley, 2007) is most effective when it provides both a model (the example) and a rationale (the reasoning).

d. Affective Dimensions—Tone, Support, and Emotional Framing

The findings from the data reduction stage show that the affective dimensions of feedback—tone, emotional framing, support, and encouragement—are critical in determining whether students engage productively with feedback. In the data display stage, participants’ responses were thematically grouped, and the conclusion drawing/verification confirmed that these responses repeatedly highlight how tone and framing influence motivation and confidence.

P1: “I consider it an opportunity to learn, not as discouraging criticism. I feel more confident when submitting assignments because feedback helps me know the strengths and weaknesses of my writing before the final submission.”

P1 viewed feedback through a learning-oriented lens. P2 described a more transformative experience, moving from a state of fear and low confidence to one of enthusiasm after receiving supportive guidance.

P2: “Before, I was not confident and afraid to write because I always felt something would be wrong. After receiving the lecturer’s guidance, I am more confident and enthusiastic because I know I will be helped to improve.”

However, P3 reminded that this confidence was fragile. Enthusiasm for revision remained high only if comments were solution-oriented, while "curt" language could be disheartened.

P3: “If the comments are solution-oriented, I am enthusiastic about revising. However, I can feel disheartened if there are too many corrections without clear explanations, or if the lecturer’s language sounds curt.”

P4 noted that the initial tension associated with receiving feedback eventually dissipated. After frequent exposure to active feedback, P4 felt the quality and focus of the writing improved.

P4: “At first I felt tense, but after frequently receiving active feedback, I feel my writing is becoming more focused and of better quality.”

P5 concluded that positive feedback served as a marker of progress. This acknowledgment removed the fear of making mistakes, framing errors as a natural part of the learning process.

P5: “Positive feedback makes me more confident because I know there is progress. Now I am not afraid of making mistakes because I consider it part of the learning process.”

The affective dimensions of feedback—tone, emotional framing, support, and encouragement—are critical in determining whether students engage productively with feedback. Carless and Boud (2018) argue that emotional engagement is a core component of feedback literacy. P2’s transformation from fear and avoidance to confidence and enthusiasm demonstrates the power of consistent, supportive feedback to overcome writing anxiety. P3’s cautionary note—that motivation is conditional on the tone and clarity of feedback—highlights the risk that harsh or dismissive feedback can undermine the pedagogical function of formative assessment.

The data suggest that ethical feedback practice in higher education EFL contexts must prioritize constructive, solution-oriented, and empathetic communication, recognizing the profound impact of affective factors on student learning and engagement. The findings underscored that emotional engagement is a core component of feedback literacy (Carless & Boud, 2018). Supportive framing helped students transition from a state of writing anxiety toward a more resilient academic identity.

B. Discussion

The findings from both research questions reveal a coherent picture of how lecturer-written formative feedback is experienced and valued by students in the Basic Writing Skills course. Rather than treating feedback as a simple corrective mechanism, the data show that students perceive it as a multi-dimensional support system that operates across cognitive, behavioral, and affective domains. This discussion integrates the perceived benefits (RQ1) with the characteristics students find most helpful (RQ2), and situates them within the theoretical frameworks of Hattie and Timperley (2007), Hyland and Hyland (2006), and Carless and Boud (2018).

The most immediate and universally recognized benefit is feedback's diagnostic function—its capacity to make visible errors and shortcomings that students cannot detect on their own. All five participants described how lecturer comments revealed problems in grammar, organization, idea development, or argument strength that they had overlooked. This finding directly supports Hattie and Timperley's (2007) assertion that effective feedback answers the question "Where am I going?" by clarifying the gap between current performance and desired standards. In an EFL context where students are simultaneously developing linguistic accuracy and academic writing competence, this diagnostic role is particularly critical because self-review alone is often insufficient (Hyland & Hyland, 2006).

Beyond error identification, students consistently reported that feedback provided structured guidance for improvement across multiple levels of writing. The transformation narratives—especially P3’s shift from last-minute crisis writing to planned, outline-based composition—illustrate how feedback can catalyze fundamental changes in writing process. This aligns with Hattie and Timperley’s process-level feedback, which helps learners develop strategies and deeper understanding rather than merely correcting surface features. The universal adoption of outline planning among all participants suggests that when feedback repeatedly emphasizes organization and pre-writing, students internalize these principles and change their composing behavior accordingly.

Affective dimensions emerged as equally consequential. P2’s transformation from writing anxiety to confidence, powered by the assurance that “I will be helped to improve,” and P3’s sensitivity to tone and solution-oriented framing, demonstrate that how feedback is delivered matters as much as what it contains. This finding extends Carless and Boud’s (2018) feedback literacy framework by showing that emotional safety and supportive tone are prerequisites for productive engagement with feedback content. When feedback feels harsh or excessive without explanation, motivation and willingness to revise can decrease, even if the comments are technically accurate. Conversely, when framed as shared learning or growth opportunity (as P4 and P5 described), feedback protects confidence and sustains engagement.

The characteristics students valued most—specificity and direct marking, clear explanations with academic reasoning, concrete examples, and supportive tone—map directly onto the conditions that make feedback actionable. Specificity reduces cognitive load by eliminating the need to search for problems; examples provide models that bridge the gap between problem identification and solution implementation; and explanatory rationales support transfer to future writing tasks. These preferences are consistent with research on effective feedback in L2 writing contexts, where explicitness is often more valued than in L1 settings because learners lack native-speaker intuition about rhetorical and linguistic norms (Hyland & Hyland, 2006).

Individual differences in how students process and respond to feedback also deserve attention. P3's need for a one- or two-day cooling-off period, P2's preference for peer discussion before revising, and P5's step-by-step systematic approach represent legitimate, developmentally appropriate variations rather than deficiencies. This heterogeneity suggests that feedback literacy develops through socially mediated and personally calibrated practices, not through a single prescribed method. Carless and Boud's (2018) emphasis on student uptake of feedback is enriched by recognizing that uptake itself can be collaborative and temporally extended.

Taken together, the findings indicate that lecturer-written formative feedback in this EFL Basic Skills context functions as a recursive support system. Initial benefits in error awareness and guidance create conditions for affective

growth (confidence and motivation), which in turn enable behavioral changes (planned writing processes) and movement toward independence. This recursive quality echoes Hattie and Timperley's (2007) model operating across task, process, and self-regulation levels simultaneously. For students at the foundational stage of academic writing in a foreign language, well-designed written feedback offers permanence and revisability that oral feedback cannot match, allowing repeated engagement and gradual internalization of writing principles.

The study therefore contributes to feedback scholarship by demonstrating that in Indonesian EFL university writing classrooms, the effectiveness of lecturer-written feedback depends on a combination of cognitive clarity (specificity, explanation, exemplification) and affective support (tone, framing, perceived care). When these elements are present, students do not merely correct errors; they develop new writing identities, processes, and degrees of self-regulation. When any element is missing, the potential benefits remain partially unrealized. This has clear implications for how lecturers design and deliver written feedback in similar contexts.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

1. Summary of Key Findings

This study explored perceived benefits of lecturer-written formative feedback among five English Education students in a Basic Skills language course at [Institution Name]. Using qualitative case study methodology with Miles and Huberman's data analysis model, the research identified five primary perceived benefits and four highly valued feedback characteristics.

a. Multidimensional Perceived Benefits Operating Recursively

Lecturer-written formative feedback provides students with multiple, reinforcing benefits operating across cognitive, metacognitive, and affective domains. Error awareness and correction represent the most immediate benefit, enabling students to identify specific writing problems. Beyond error correction, feedback clarifies academic writing expectations, provides confidence scaffolding, facilitates independence development, and enhances motivation.

These benefits operate recursively rather than sequentially. Initial error awareness catalyzes understanding of expectations, which supports confidence development, which enables behavioral process changes (adopting planning strategies), which facilitates independence cultivation. This recursive benefit structure aligns with Hattie and Timperley's (2007) three-level feedback model operating simultaneously across task, process, and self-regulation levels.

b. Universal Adoption of Planned Writing Processes

All five participants (100%) independently reported adoption of outline-based planning as direct result of receiving feedback. This universal behavioral shift is particularly significant because it demonstrates feedback's capacity to reshape fundamental writing approaches. Putri's dramatic transformation from SKS (all-nighter) writing to planned outline-based approach represents the most striking example, but the pattern is consistent across all participants. This pattern suggests feedback successfully communicated fundamental principle: writing quality improves when effort distributed across planning, drafting, and revision rather than concentrated in final rushes.

c. Specificity, Clarity, and Actionability as Universal Values

Across all research questions, three characteristics consistently emerged as essential: specificity (direct identification of problem areas), clarity (explicit explanation of needed changes), and actionability (implementable guidance). The consistency of these preferences across diverse participants suggests their near-universal importance in EFL Basic Skills contexts.

Importantly, participants distinguished among these characteristics: they valued specificity for efficiency (knowing exactly which parts need revision), clarity for learning (understanding why changes are needed), and actionability for practical implementation. This illustrates that explanatory clarity serves not merely pragmatic but important learning functions.

d. Affective Dimensions Mediate Feedback Effectiveness

Putri's reflection that feedback tone influenced her motivation and willingness to revise introduces evidence that feedback effectiveness depends not only on content accuracy but also on perceived tone and emotional safety. Her statement—"If the comment is solution-focused, I'm motivated to revise. However, I could feel down if there are too many markings without clear explanation"—demonstrates that students discriminate between corrective intent and critical tone.

This finding enriches understandings of feedback in EFL contexts where students often experience writing anxiety. Supportive tone—conveyed through explanatory guidance and constructive framing—appears essential for transforming feedback from potentially discouraging judgment into motivating guidance.

e. Feedback Literacy is Socially Mediated

Rather than representing solely individual psychological processes, feedback engagement emerged as inherently social. Asna's peer discussions, Siti's group problem-solving, and participants' collective interpretation of lecturer comments suggest feedback literacy develops through socially-situated practices. This extends Carless and Boud's (2018) feedback literacy framework, which emphasizes interpretation and application, by demonstrating that interpretation frequently occurs collaboratively.

f. Individual Processing Differences Require Institutional Accommodation

Siti's need for processing time before implementing feedback, Asna's preference for peer discussion, Putri's sensitivity to tone, and Teuku's step-by-step

approach represent legitimate, developmentally appropriate responses to feedback. Rather than treating diverse processing styles as obstacles, institutional feedback practices should accommodate this diversity through flexible revision timelines and diverse feedback modalities.

2. Theoretical Contributions

This study contributes theoretically by integrating multiple feedback frameworks—Hattie and Timperley (2007), Carless and Boud (2018), Hyland and Hyland (2006), and Wingate (2010)—in analyzing a specific, understudied population: Basic Skills EFL learners. The data suggest that while theoretical models developed in Anglophone contexts apply substantially to this Indonesian EFL setting, important context-specific dimensions emerge.

Particularly significant are: (1) the socially-mediated nature of feedback literacy in this context, (2) the critical importance of affective tone in maintaining motivation, and (3) the heterogeneity of legitimate feedback processing styles. These findings represent contributions extending beyond existing theory.

3. Limitations and Implications

The study's small participant sample ($n=5$) and focus on one institutional context limit generalizability. However, qualitative case study design prioritizes depth over breadth, generating rich contextual understanding applicable to similar Basic Skills EFL settings.

Additionally, the study captured participants' retrospective perceptions of feedback benefits rather than observing real-time feedback implementation. While

interview data provided rich descriptions, observational data of actual revision processes would strengthen conclusions.

Despite these limitations, findings are noteworthy precisely because they emerge consistently across five diverse participants with varying writing proficiency levels and learning styles, suggesting robust patterns.

B. Recommendations

1. Recommendations for Lecturers

Based on findings that specificity, clarity, and actionability emerged as universally valued feedback characteristics, lecturers implementing formative feedback should prioritize the following strategies:

A. Direct Marking and Specific Identification

All five participants emphasized preference for direct comment placement indicating exactly which parts require revision. Lecturers should prioritize marginal notes and underlining rather than general end-of-paper comments. Specific identification reduces cognitive load and increases revision efficiency.

B. Explanatory Rationales

Siti's explicit preference for "explanation accompanied by clear academic reasons" and similar preferences among other participants suggest lecturers should accompany each correction with brief explanation of the academic principle involved. Rather than marking "awkward phrasing," comment might be: "Passive construction reduces reader engagement; active voice here would strengthen your argument." This transforms feedback from judgment to instruction.

C. Provision of Exemplars

Participants repeatedly mentioned preference for comments including corrected examples. Teuku stated: "With examples, I can immediately know what needs fixing and how to do it". Providing before-after examples of revisions supports learning transfer.

D. Attention to Affective Tone

Putri's observation that feedback tone influences motivation indicates lecturers should deliberately frame comments constructively. Comments like "This argument needs clearer development" convey guidance; "This argument makes no sense" conveys dismissal. In EFL contexts where students may experience writing anxiety, constructive framing supports sustained engagement.

E. Accommodation of Diverse Processing Timelines

Siti's need for processing time before implementation suggests institutional and pedagogical benefit from flexible revision deadlines. Rather than expecting immediate revision, lecturers might implement staggered feedback-revision cycles allowing students adequate reflection time.

F. Recognition of Collaborative Feedback Engagement

Asna's peer-mediated feedback interpretation suggests lecturers might facilitate structured peer discussion of feedback. Small-group sessions where students interpret and discuss lecturer comments together could deepen feedback literacy while honoring collaborative learning preferences.

G. Attention to Feedback Volume and Pacing

Putri's experience with demotivation from excessive marking suggests lecturers should consider feedback quantity carefully. While comprehensiveness is valuable, overwhelming correction volume may exceed students' implementation capacity. Prioritizing high-leverage feedback—comments addressing patterns rather than isolated errors—respects students' processing limitations.

2. Recommendations for Students

A. Active Engagement with Feedback

All five participants reported greater benefit from feedback when actively engaging with comments rather than passively receiving them. Students should develop habits of reading feedback carefully, noting patterns, and discussing unclear points with instructors or peers.

B. Development of Feedback Literacy

Asna's collaborative approach and Teuku's systematic implementation represent developmentally-appropriate feedback literacy practices. Students should be supported in developing metacognitive awareness of their own feedback processing preferences and deliberately applying feedback principles across assignments.

C. Pattern Recognition Across Assignments

Participants described benefit from recognizing feedback patterns. Students should maintain organized records of common feedback comments and

systematically apply corrections to subsequent assignments. Putri's practice of "opening small notes or highlight from previous errors as reminders when revising" represents effective pattern-recognition strategy.

D. Respectful Skepticism About Feedback

While responding to lecturer feedback, students should recognize not all comments may be equally applicable to their writing context. Selective implementation, as practiced by Putri, represents sophisticated feedback engagement rather than defiance.

3. Recommendations for Future Research

A. Longitudinal Feedback Efficacy Study

This study captured perceived benefits at single timepoint. Longitudinal research following students across semesters could examine whether perceived benefits translate to measurable writing improvement and whether feedback engagement patterns change over time.

B. Observational Study of Revision Processes

While interviews provided retrospective accounts, observation of actual revision processes would illuminate real-time feedback engagement. Video-recorded revision sessions could reveal which feedback characteristics most actively influence revision behavior.

C. Comparative Feedback Modality Study

Current context involved primarily written feedback. Comparative research examining written versus oral versus peer feedback would identify modality-specific benefits within EFL contexts.

D. Teaching Experience Research

This study captured student perceptions. Parallel research exploring lecturer perspectives on feedback effectiveness, constraints, and implementation would provide complementary institutional understanding.

E. Feedback Implementation Measurement

Quantitative analysis of revision rates—examining proportions of feedback comments actually addressed during revision—would provide objective measures complementing qualitative perception data.

F. Cross-Cultural Feedback Perception Study

Conducted in one Indonesian institution, findings may reflect local educational cultures. Comparative research across contexts would identify universal feedback principles versus context-specific preferences.

4. Implications for EFL Writing Instruction

This study contributes to EFL writing pedagogy by demonstrating that lecturer-written formative feedback operates as multifunctional tool serving not only error correction but also expectation clarification, confidence building, independence cultivation, and motivation enhancement. For EFL students simultaneously developing language proficiency and academic writing

competence, well-designed written feedback offers permanence and revisability unavailable in oral modalities.

The study's emphasis on feedback tone and affective safety addresses significant gap in existing literature which often prioritizes feedback content over its emotional framing. For EFL learners who may experience significant writing anxiety, psychological safety created by constructive tone and explanatory guidance appears essential for transforming feedback into motivating learning opportunity rather than discouraging judgment.

The finding that feedback literacy is socially mediated suggests EFL programs should deliberately create opportunities for collaborative feedback interpretation. Rather than treating individual student-feedback interaction as normative model, programs might embrace peer-mediated and community-based approaches to feedback engagement.

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LIST OF APPENDENCIES

Appendix A:

Appendix A - Appointment Letter of Supervisor 1(Surat Penunjukan Pembimbing).



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 029 TAHUN 2026**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat :

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pembemban PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/KMK.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara:
Siti Khasinah, S.Ag., M.Pd

Untuk membimbing Skripsi

Nama : **Muhammad Sayyid Ridha**
NIM : **190203047**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Exploring the Perceived Benefits of Lecturer-Written Formative Feedback in Developing Students' Writing Skills**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2026 Tanggal 01 Desember 2025 Tahun Anggaran 2026;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 14 Januari 2026

Dekan,

Saiful Mukluk

Pembusutan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.



Appendix B : Research Instrument with Probing Questions

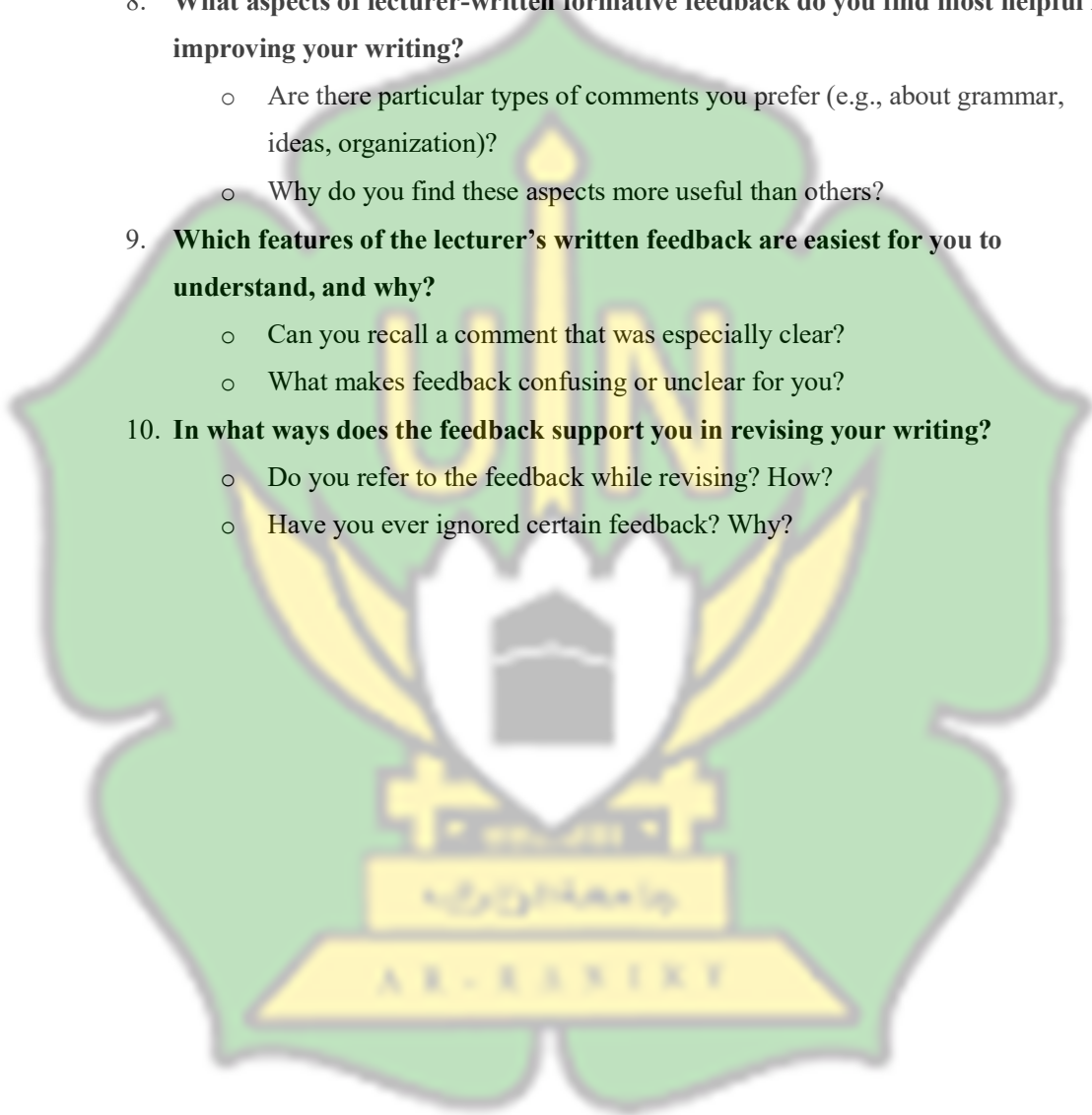
Appendix B - Instrument Interview 1

Semi-Structured Interview Guide

Main Interview Questions (*Probing questions are listed under each main question*)

1. **How do you perceive the benefits of lecturer-written formative feedback in developing your writing skills?**
 - Can you give an example of a time when feedback was especially helpful?
 - What makes this feedback stand out to you?
2. **How does lecturer-written formative feedback help you improve your writing skills?**
 - Can you describe a specific improvement you made because of feedback?
 - Were there any skills you improved that you hadn't expected?
3. **How does lecturer-written formative feedback influence your motivation to improve your writing?**
 - Does feedback make you more or less eager to revise your work?
 - Have you ever felt discouraged by feedback? Why or why not?
4. **How do you usually respond after receiving lecturer-written comments on your writing?**
 - What is the first thing you do when you get feedback?
 - Do you always act on the feedback? Why or why not?
5. **How has lecturer-written formative feedback changed the way you approach writing tasks?**
 - Do you plan your writing differently now?
 - Has your revision process changed as a result of feedback?
6. **Do you think lecturer-written formative feedback helps you become a more independent writer? Why or why not?**
 - Can you give an example of writing you did independently after receiving feedback?
 - Do you seek less help from others now? Why?

7. **In what ways has lecturer-written formative feedback affected your confidence in writing?**
 - Has your attitude toward writing changed since you started receiving feedback?
 - Do you feel more or less confident submitting your work? Why?
8. **What aspects of lecturer-written formative feedback do you find most helpful in improving your writing?**
 - Are there particular types of comments you prefer (e.g., about grammar, ideas, organization)?
 - Why do you find these aspects more useful than others?
9. **Which features of the lecturer's written feedback are easiest for you to understand, and why?**
 - Can you recall a comment that was especially clear?
 - What makes feedback confusing or unclear for you?
10. **In what ways does the feedback support you in revising your writing?**
 - Do you refer to the feedback while revising? How?
 - Have you ever ignored certain feedback? Why?



Appendix C: Samples from data collection

Appendix C: Samples from data collection 1

(Sampel Hasil Pengumpulan Data).

Partisipan 1:

1. **Pandangan tentang Manfaat Feedback:** Umpan balik formatif dari dosen sangat bermanfaat karena membantu saya mengetahui kesalahan dan kekurangan dalam tulisan saya. Dengan adanya komentar dan saran tersebut, saya dapat memperbaiki kualitas tulisan serta meningkatkan kemampuan menulis secara bertahap.
2. **Bantuan dalam Keterampilan Menulis:** Umpan balik membantu saya memahami aspek-aspek penting seperti tata bahasa, struktur paragraf, pemilihan kata, dan pengembangan ide. Contohnya, saya memperbaiki penggunaan tanda baca, memperjelas kalimat yang ambigu, dan menyusun paragraf agar lebih terstruktur sesuai saran dosen.
3. **Pengaruh terhadap Motivasi:** Umpan balik membuat saya lebih termotivasi karena saya mengetahui bagian mana yang perlu diperbaiki dan bagaimana cara memperbaikinya. Saya menganggapnya sebagai kesempatan untuk belajar, bukan sebagai kritik yang menjatuhkan.
4. **Respons terhadap Komentar:** Biasanya saya membaca seluruh komentar dosen dengan teliti untuk memahami kekurangan dan kelebihan tulisan saya, kemudian mencatat bagian-bagian yang perlu diperbaiki dan mulai melakukan revisi.
5. **Perubahan Pendekatan Menulis:** Umpan balik membuat saya lebih berhati-hati dan terencana. Sekarang saya membuat kerangka atau *outline* terlebih dahulu agar ide-ide yang saya tulis lebih teratur dan mudah dipahami.
6. **Kemandirian Penulis:** Ya, umpan balik membantu saya menjadi lebih mandiri. Saya belajar mengenali kesalahan sendiri dan memperbaikinya tanpa harus selalu bergantung pada bantuan orang lain.
7. **Dampak terhadap Kepercayaan Diri:** Saya merasa lebih percaya diri saat mengumpulkan tugas karena umpan balik dosen membantu saya mengetahui kekuatan dan kelemahan tulisan saya sebelum tugas final dikumpulkan.
8. **Aspek yang Paling Membantu:** Komentar tentang tata bahasa, struktur kalimat, dan organisasi paragraf adalah yang paling membantu karena membuat tulisan saya lebih jelas dan sesuai kaidah penulisan yang baik.
9. **Fitur yang Mudah Dipahami:** Umpan balik yang paling mudah saya pahami adalah komentar yang langsung menunjukkan bagian yang perlu diperbaiki serta memberikan contoh perbaikannya.
10. **Dukungan dalam Revisi:** Saya selalu merujuk pada umpan balik dosen saat merevisi. Saya membaca setiap komentar lalu memperbaiki bagian yang ditandai.

Jika ada yang kurang dipahami, saya meminta penjelasan lebih lanjut agar tidak salah dalam merevisi.

Partisipan 2

1. **Pandangan tentang Manfaat Feedback:** Manfaatnya adalah saya bisa mengetahui di mana letak kesalahan dalam tulisan secara jelas dan rinci melalui komentar dosen, sehingga saya bisa fokus memperbaikinya.
 2. **Bantuan dalam Keterampilan Menulis:** Saya mengalami peningkatan dalam cara menentukan ide, menemukan topik, menyelesaikan masalah, dan memastikan alur teks yang saya tulis sudah sesuai.
 3. **Pengaruh terhadap Motivasi:** Saya menjadi lebih semangat lagi untuk memperbaiki dan melatih kemampuan menulis agar menjadi lebih baik ke depannya.
 4. **Respons terhadap Komentar:** Saya biasanya berdiskusi terlebih dahulu dengan teman saya untuk melihat apakah bagian yang dikomentari tersebut sama. Jika sama, kami berdiskusi untuk menemukan solusi.
 5. **Perubahan Pendekatan Menulis:** Dulu tata bahasa saya masih berantakan dan saya tidak terlalu peduli. Namun setelah mendapat komentar, saya lebih memperhatikan tata bahasa dan lebih berhati-hati dalam menulis.
 6. **Kemandirian Penulis:** Saya merasa lebih mandiri, tetapi terkadang masih membutuhkan bantuan dari dosen atau teman untuk memastikan tidak ada kekeliruan lagi dalam hasil akhir revisi saya.
 7. **Dampak terhadap Kepercayaan Diri:** Dulu saya tidak percaya diri dan takut menulis karena merasa pasti ada yang salah. Setelah mendapat bimbingan dosen, saya lebih percaya diri dan semangat karena tahu akan dibantu diperbaiki.
 8. **Aspek yang Paling Membantu:** Saya lebih menyukai komentar tentang ide, seperti cara menyampaikan atau memadukan ide dengan ide lainnya, karena ide merupakan inti dari pikiran dalam tulisan.
 9. **Fitur yang Mudah Dipahami:** Fitur yang paling mudah adalah ketika dosen langsung merevisi dan menggarisbawahi letak kesalahan sehingga saya tidak bingung lagi mencari bagian yang salah.
 10. **Dukungan dalam Revisi:** Saat menulis kembali, saya mengingat komentar dosen sebelumnya sehingga saya menjadi lebih teliti terhadap bagian-bagian yang pernah dikritik tersebut.
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Partisipan 3

1. **Pandangan tentang Manfaat Feedback:** Sangat penting dan bermanfaat besar. Tanpa komentar dosen, saya sering tidak sadar kalau ada tulisan yang masih berantakan atau argumen yang kurang kuat, seperti saat dosen mengoreksi latar belakang masalah saya yang kurang fokus.
 2. **Bantuan dalam Keterampilan Menulis:** Saya terbantu melalui koreksi yang detail dan referensi tambahan. Dulu kalimat saya panjang dan berputar-putar, sekarang saya menulis jauh lebih ringkas, singkat, padat, dan jelas.
 3. **Pengaruh terhadap Motivasi:** Pengaruhnya cukup besar. Jika komentarnya solutif, saya semangat revisi. Namun, saya bisa merasa *down* jika coretannya terlalu banyak tanpa penjelasan jelas atau bahasa dosen terasa ketus.
 4. **Respons terhadap Komentar:** Saya membaca keseluruhan komentar dan memahaminya secara perlahan. Saya jarang langsung memperbaikinya; saya merenung dulu selama satu atau dua hari agar pikiran lebih terbuka terhadap kritik.
 5. **Perubahan Pendekatan Menulis:** Berubah secara signifikan. Dulu saya menggunakan sistem kebut semalam (SKS) tanpa kerangka. Sekarang lebih terencana dengan membuat *outline* terlebih dahulu.
 6. **Kemandirian Penulis:** Ya, komentar tersebut membantu saya mandiri seiring berjalannya waktu. Karena sering mendapat koreksi pada pola yang sama, saya kini bisa mengantisipasi kesalahan itu sendiri pada tugas baru.
 7. **Dampak terhadap Kepercayaan Diri:** Sangat mempengaruhi naik-turunnya rasa percaya diri. Setelah sering menerima bimbingan, saya yakin bahwa saya bisa menghasilkan tulisan yang lebih baik. Menulis kini menjadi proses yang saya nikmati.
 8. **Aspek yang Paling Membantu:** Komentar tentang struktur tulisan, pengembangan ide, dan argumen. Untuk alur logika berpikir, saya benar-benar butuh perspektif dosen karena mereka lebih mengerti argumen yang kuat.
 9. **Fitur yang Mudah Dipahami:** Komentar langsung yang menunjuk ke bagian bermasalah. Karena langsung ditunjuk, saya lebih paham apa yang perlu diperbaiki.
 10. **Dukungan dalam Revisi:** Umpan balik bertindak sebagai peta atau panduan utama. Saya biasanya membuka catatan kecil atau *highlight* dari kesalahan sebelumnya sebagai pengingat saat merevisi.
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Partisipan 4

1. **Pandangan tentang Manfaat Feedback:** Sangat penting karena dosen memberitahu bagian mana yang perlu diperjelas. Dosen membantu saya memahami isi tulisan secara lebih mendalam.
 2. **Bantuan dalam Keterampilan Menulis:** Sangat membantu bagi pemula seperti saya, terutama dalam memperbaiki formula kalimat. Dulu kalimat saya sering tidak efektif, sekarang saya bisa mengontrol kalimat agar lebih padat dan jelas.
 3. **Pengaruh terhadap Motivasi:** Umpan balik ini memicu semangat karena saya merasa masukan tersebut bukan hanya untuk saya, tetapi juga merupakan bentuk belajar bersama untuk seluruh teman sekelompok.
 4. **Respons terhadap Komentar:** Saya biasanya tidak langsung mengerjakan. Saya menenangkan pikiran sebentar untuk memulihkan energi sebelum mulai berdiskusi dengan kelompok untuk mencari solusi.
 5. **Perubahan Pendekatan Menulis:** Sekarang lebih terencana karena saya sudah tahu standar yang diinginkan dosen. Saya menjadi lebih terukur dalam merencanakan apa yang akan saya tulis.
 6. **Kemandirian Penulis:** Sangat membantu karena sering diberi tahu mengenai standar penulisan yang benar, sehingga saya menjadi terbiasa dan mulai bisa mengandalkan kemampuan diri sendiri.
 7. **Dampak terhadap Kepercayaan Diri:** Awalnya saya merasa tegang, tetapi setelah sering menerima umpan balik yang aktif, saya merasa tulisan saya semakin berarah dan berkualitas lebih baik.
 8. **Aspek yang Paling Membantu:** Komentar yang masuk ke dalam pengembangan ide. Hal ini membuat isi tulisan menjadi lebih berbobot dan bermakna.
 9. **Fitur yang Mudah Dipahami:** Penjelasan yang menyertakan alasan akademis yang jelas. Saya kurang suka jika hanya diberi perintah tanpa diberi tahu alasan mengapa bagian tersebut harus diubah.
 10. **Dukungan dalam Revisi:** Saya memeriksa satu per satu bagian yang harus diubah sesuai catatan dosen dan memisahkan mana yang merupakan pendapat pribadi dengan bagian yang harus dikoreksi bahasanya.
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Partisipan 5

1. **Pandangan tentang Manfaat Feedback:** Menurut saya umpan balik dosen sangat bermanfaat karena membantu mengetahui kesalahan dan kekurangan. Contohnya, setelah memperbaiki cara mengembangkan ide sesuai saran dosen, tulisan saya menjadi lebih jelas.
2. **Bantuan dalam Keterampilan Menulis:** Membantu saya memahami bagian mana yang perlu dikoreksi. Saya mulai lebih memperhatikan tata bahasa, kosakata, dan struktur paragraf agar lebih terorganisir.
3. **Pengaruh terhadap Motivasi:** Biasanya membuat saya lebih termotivasi karena merasa dosen memperhatikan usaha saya. Meskipun terkadang kecewa jika banyak koreksi, saya melihatnya sebagai kesempatan belajar.
4. **Respons terhadap Komentar:** Hal pertama yang saya lakukan adalah membaca ulang semua komentar dengan teliti. Setelah itu saya mencoba memperbaiki tulisan. Jika ada yang kurang dipahami, saya bertanya kepada teman atau dosen.
5. **Perubahan Pendekatan Menulis:** Dulu saya sering langsung menulis tanpa perencanaan. Sekarang saya lebih teratur dengan membuat kerangka terlebih dahulu dan memeriksa kembali tulisan sebelum dikumpulkan.
6. **Kemandirian Penulis:** Sangat membantu karena saya mulai mengenali kesalahan sendiri tanpa harus selalu meminta bantuan orang lain. Saya menjadi lebih percaya diri memperbaiki tulisan secara mandiri.
7. **Dampak terhadap Kepercayaan Diri:** Umpan balik positif membuat saya lebih percaya diri karena tahu ada kemajuan. Sekarang saya tidak takut salah karena menganggapnya bagian dari proses belajar.
8. **Aspek yang Paling Membantu:** Komentar tentang struktur tulisan dan pengembangan ide karena membantu saya menyusun tulisan yang logis dan mudah dipahami.
9. **Fitur yang Mudah Dipahami:** Umpan balik yang spesifik dan disertai contoh. Dengan adanya contoh, saya bisa langsung mengetahui apa yang harus diperbaiki dan bagaimana caranya.
10. **Dukungan dalam Revisi:** Umpan balik menjadi panduan saat revisi. Saya membaca kembali semua komentar dan memperbaiki tulisan langkah demi langkah agar lebih terarah dan efektif.

Appendix D: Letter of Consent

Appendix D: Letter of Consent 1

Student Consent Form

Title of Study:
Exploring the Perceived Benefits of Lecturer-Written Formative Feedback in Developing Students' Writing Skills

Researcher:
Muhammad Sayyid Ridha

Institution:
Faculty of Education and Teacher Training, Ar-Raniry State Islamic University

Purpose of the Study

This study aims to explore students' experiences and perceptions regarding lecturer-written formative feedback in writing classes.

Procedures

- You will be asked to participate in an interview about your experiences with lecturer-written feedback.
- Your drafts and the feedback you received may be reviewed.
- The interview will be audio-recorded (with your permission).

Confidentiality

- Your responses and data will be kept confidential and used only for research purposes.
- Your identity will not be revealed in any publication or presentation.

Voluntary Participation

- Participation is entirely voluntary.
- You may withdraw from the study at any time without penalty.

Benefits and Risks

- There are no risks associated with participation.
- Your feedback may help improve teaching practices and student learning.

Consent Statement:
I have read and understood the information above. I have had the opportunity to ask questions and agree to participate in this research study.

Student Name: Teuku Rahmad Aulia

Signature: 

Date: 22 / 5 / 2026

Researcher Signature: 

Date: 22 MAY 2026

Appendix E Autobiography (Daftar Riwayat Hidup penulis)

Appendix E Autobiography 1

CURRICULUM VITAE

Name : Muhammad Sayyid Ridha
 Gender : Male
 Place/Date of Birth : Langsa / 16 Agustus 2001
 Address : Jln Padat Karya, No 1, Ateuk Munjeng, Banda Aceh,
 Baiturrahman Aceh. 23244
 Nationality : Indonesian
 Religion : Islam
 Status : Student
 Faculty / Department : Faculty of Tarbiyah and Teacher Training / English
 Language Education Study Program
 Phone No. : 0895365402371
 Email : msayyidridha@gmail.com

Educational Background

Elementary School (Year) : SDN 35 Banda Aceh (2007 - 2009)
 Elementary School (Year) : SDN 22 Banda Aceh (2009 - 2013)
 Junior High School (Year) : SMPN 3 Banda Aceh (2013 - 2016)
 Senior High School (Year) : SMKN 1 Banda Aceh (2016 - 2019)

Parental Information

Father's Name : Saifuddin S.Pt.
 Father's Occupation : PNS
 Mother's Name : Rianti Harliani S.Ag.
 Mother's Occupation : Ibu Rumah Tangga
 Address : Jln Padat Karya, No 1, Ateuk Munjeng, Banda Aceh,
 Baiturrahman Aceh. 23244

Appendix F**Documentation Interview***Appendix F - interview photos 1*